

Equipping Adults for Vocational Ministry

A guide for churches to prepare working adults to transition into vocational ministry while staying serving in their local church.

www.wesleyan.org/REAPGuide

May 2016 Edition

Foreword by Russ Gunsalus

When we gathered a group of people together to write this guide a few churches were just starting to approach education and training of adult laity in a systematic way. It has been a growing approach as second-career adults sense the call to the ordained ministry. We see this as a growing approach in the future. So we called together a bright group of thinkers and writers to produce this guide for churches to prepare working adults to transition into vocational ministry while staying and serving in their local church. That's what this is—a first draft of what is becoming a second track into ministry (the first track being traditional-aged college students called to ministry). In this guide you'll find the help you need to develop an orderly process of helping these laywoman and laymen get their educational requirements met while learning the practical side of ministry from you—a pastor in a local church. This is just the first draft of this guide so we hope you will help us improve it in the future by sending in additional ideas and tips! This group was an incredibly talented group—they gathered and put in the hard work to write this guide for you—I hope it helps the scores of local churches who are now raising up their own ministers from their adult laymen and laywomen!



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Who this Guide is for

An increasing number of local churches are raising up their own pastoral-staff by starting with laity in the church who sense a call to ministry then developing their own home-grown ministers by helping these adults get the education they need through programs like FLAME or the other non-traditional adult education models offered by several Wesleyan Universities. These non-traditional adult education programs supply the *educational* component for these adults but what about the practical *training* side of these adults' ministerial preparation? That's what this guide is about. How to raise your own home-grown ministerial staff and systematically make sure they also get the practical training while they are in FLAME or other nontraditional adult programs where they get the classes they need for ordination.

This guide is not about graduates from traditional college or seminary programs—they already have a “Residency” program where they serve two years as a “Resident Pastor” on staff at a local church after their college graduation. This guide is about adults who don't “go off to college” to get their education, but stay at home and take classes toward ordination online or in concentrated “intensives.” This guide helps a local church plan for practical training for these adults *while* they are taking their educational courses, not afterward like traditional aged college kids do.

This means that the adults in your church who plan to take their courses in a non-traditional format can become a “Resident Pastor” on your staff throughout the time they are studying and learn the ropes of ministry as they move along through the courses over three, four or five years. They might be a volunteer resident or receive a small sum from your church; that is totally up to the local church. But the point is planning the “curriculum of experience” they can only get in a local church and no course can give it to them.

The title of this guide hopes to say all of the above in shorthand: **Equipping Adults for Vocational Ministry**: *A guide for churches to prepare working adults to transition into vocational ministry while staying serving in their local church.*

What is REAP?

Most things that come from headquarters come with an acrostic name and this is no different. However, the Residency program you start for your own adults can call itself anything you want. But when headquarters folk refer to it they will likely use REAP:

Residency

Equipping for

Addult

Professionals

That is, we mean this is a program for *equipping adults* by offering a local church *residency* program to help laity called into the ministry become *professional*. Some may be professionals already in another vocation or some might be hourly workers in what is not considered a professional vocation. Either way, though, they are moving toward becoming a professional—entering the profession of the ministry to which they sense a calling. And, of course, the word REAP itself has a stand alone meaning—for the fields are ripe for the harvesting and every church should pray that the Lord of the harvest will raise up more laborers right in this church so that we can REAP the ripening harvest. *Matthew 9:38*

Again, any local church can call their own program to raise up ministers from their adult members anything they want, but the overall term headquarters will likely apply to all these local initiatives will be REAP.

Who Wrote this Guide



These participants gathered in Indianapolis in 2016 to write this guide and invent a “Residency program for adults.” This guide is the product of their work.

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1. FYI: Suggested Chapters for a revised Guide

The following “chapter titles” were developed by the inventors of REAP residencies at the beginning of the Indianapolis meeting. Some of these were addressed specifically in the meeting and are included in this first edition of the guide. Others will most likely be addressed in the future as people like you develop your own programs and send in your suggestions for addition to future online and print editions of this guide.

1. **EXPERIENCES:** Experiences a REAP Resident should get
2. **SUPERVISION: MONTHLY COACHING MEETING (CURRICULUM)**
3. **WINNOWING; “APPLYING,” “VETTING” CANDIDATES**
4. **JOB DESCRIPTION:** Specific job description of a REAP resident – what duties are listed? What specific ministry, opportunities and experiences are included?
5. **PREPARING THE CHURCH:** Assessing the readiness then preparing the church for a “new position” called “Resident” ⇒ Steps in preparing the church for its first REAP resident. Communication with the church about the resident and the residency program: vision casting, what the resident does, who they are, and what our buy-in is. Preparing the church for the people coming in (and maybe failing). Developing it into the Church’s DNA ⇒ S T E P S !
6. **ACADEMIC ADVISING:** Ideas for helping your resident select courses to meet their educational requirements; scheduling with them; giving them tips and hints; helping them do their work; designing co-curricular experiences relating to their academic work
7. **STARTING STEPS:** What are the numerical steps for a church to start a REAP residency program – numbering from one to 10+.
8. **ORIENTATION:** Orientation to the local church (beyond what they may know as a lay person). How would a pastor do this? How would they instill the DNA of their local church in the residency?
9. **LEGAL:** What legal matters should pastors reading this be reminded of?
10. **FAILURE/ FIRING:** How to Fire a Resident?
11. **GENDER:** What extra tips should the pastor and church remember when equipping women? Men?
12. **EXPOSURE TO OTHER CHURCHES:** So the REAP resident has a broader exposure than to a single church, what else should they be exposed to? How? Give TIPS and IDEAS to those reading this guide.
13. **LIFE STAGES/AGE DYNAMICS:** What are considerations for different life stages people may be at while they engage in the REAP residency (20s, 30s, 40s, 50s, 60s, 70s, etc.; married, empty-nest, post-professional career, widowed, etc.). Special needs for adults in ministry (young adults, middle aged and senior adults); State of Life - Age? Time of Life Issues? PLUS: SUPERVISION: AGE DYNAMICS: Supervising someone who is older, more experienced than a younger pastor and the dynamics surrounding that; Mentoring someone who is more experienced than you; Special needs for supervising older residents

14. **FINANCES:** What shared expenses of the courses & program do the resident and the church share? How? Develop a financial strategy (What could this cost? How do you pay for this)? If the adult is already working should they be paid at all? How to get funding from the denomination, district, or other external sources? What are the stipend or compensation arrangements (Housing allowance)? How will you provide training on clergy finances/taxes?
15. **MULTIPLICATION:** How do you create a multiplication movement? Movement DNA? How do you help other churches do this? What's the *process* a church can go through to multiply to a *movement* of REAP Residencies
16. **NETWORKING:** Networking with other entities - Headquarters? Educational institutions? Districts? Other churches? How could a district have a retreat for all the REAP residents? What would they do in such a retreat?
17. **DISTRICT:** Relationship with the district. How do you orient the students to their relationship with the district?
18. **CONTEXTUALIZATION:** How to take in **multicultural** considerations; How to experientially teach them to translate the gospel to real life application (multi-ethnic church); How to contextualize these principles for your settings; Multicultural considerations – what experiences do they need while a REAP Resident?
19. **CUSTOMIZATION:** Customized residency to the person (customize whatever you are doing with the person you are doing it with and their unique gifts).
20. **SUPERVISOR/COACH TRAINING:** How to develop yourself as a qualified coach (identification and practices) and help the REAP Resident develop too?
21. **SUPERVISION: PERFORMANCE EVALUATION:** Having some type of performance evaluation process.
22. **RESIDENT ASSESSMENT/EVALUATION:** How is the resident assessed and evaluated in how they are leading currently after going into the residency? How is the resident assessed and evaluated for spiritual growth, ministry and leadership growth, and their experiences? How is the resident assessed and evaluated for their sense of calling and focus area of ministry?
23. **SPIRITUAL FORMATION/SELF-CARE:** How do you spiritually form the resident; balance and self-care for the resident as a pastor/person; focus on inner life and family of resident so they aren't disqualified from ministry because of morality and finances
24. **LAUNCHING FROM THE RESIDENCY:** How to Launch a Resident? How to make the jump from vocational secular work to vocation ministry work (whether full-time or bi-vocational); Exit Strategy. How does someone graduate? Next step→ after the residency; Economic Challenges
25. **BENCHMARKS:** What are the *minimum* requirements for a Residency Program?
26. **CALLING:** How does a church and pastor call out, identify, and scout out "the called". How to Identify the Called (commissioning calls; multiple ways to respond) The Qualified (Good) Coach; Characteristics; Qualities; Requirements; Tactics
27. **CLERGY:** Tips to help a REAP resident realize the difference between lay ministry and The Ministry – Being a "Reverend"

28. **COMPREHENSIVE PLAN:** Creating The whole experience: mapping and understanding the residency plan; Vocational and ministerial advancement (track progress and process with benchmarks); Training Plan - How to create regular on-going training
29. **HEADQUARTERS:** What ideas do we have for headquarters to get churches to do this?
30. **LEADERSHIP DEVELOPMENT:** What leadership skills, traits, etc. are unique to “marketplace to ministry” training and formation; how the church, pastor and laity can learn from the resident. Self-leadership for the resident; 360 degree leadership knowledge sharing from business world
31. **MOMENTUM:** How does the residency help a working adult stay motivated and stay on track through the program? What should this guide tell the pastor/supervisor/mentor to enable them to keep the resident motivated?
32. **ORDINATION: PROCESS & PLAN:** Clear path for credentialing and understanding of options. Mapping and understanding the ordination plan. What is the church’s role in the process? Outline of formal educational option/requirements. What is the districts/DBMD’s role?
33. **ORIENT RESIDENT TO MINISTRY ROLES:** Solo, bi-vocational, staff, youth, children, worship – what else? Other roles: Mentor, Supervisor, Coach, Teacher, Spiritual Director; Fellow Staff Pastors; The head pastor’s role, vision and responsibility in the equipping resident
34. **OUTCOMES:** When is a resident “done?” What should a REAP Resident have accomplished, learned and become? How do does the residency develop an apprentice model? How does a REAP Residency equip this person to do different aspects of the ministry?
35. **SPOUSE/FAMILY/RELATIONSHIPS/BOUNDARIES:** Tips to the pastor, coach, and mentor to help prepare resident for changes in spouse, family, and relationship boundaries. How does the residency model and teach healthy boundaries?
36. **SUPERVISION PROCESS:** What is the supervision process for equipping resident?
37. **WESLEYAN:** Tips for pastors running a REAP residency to help ensure the residency experience helps shape them into a Wesleyan (so the resident’s identity, ethos and practice is not just dependent on the Wesleyan History & Discipline course). How does *this residency* form them into someone who is more Wesleyan and pastors in a Wesleyan manner?
38. **WHAT SHOULD BE THE MINIMUM EXPECTATIONS:** “You can’t be a REAP Resident until...”
39. **WHEN NOT TO START THIS:** The guide should help a pastor assess whether they/the church are ready to have a resident. Don’t start a REAP residency in your church if....

2. Resident “Personas”—Who are REAP residents?

Probably you have people in your congregation whom God is calling to the ministry. Or, at least people “examining the call.” We all know about teenagers who sense this calling, or at least a nudging. But what about the adults this guide is concerned with. We took some time at the outset to describe actual adults who fit this program—real people in real local churches. Do you have any of this kind of adult in your church? Maybe our list can help you imagine the types of people for whom “REAP Residencies” are designed.

1. 40 year old architect who is ordained and co-pastor of a mid-size church
2. 42 year old college professor with doctorate who is starting FLAME
3. 45-50 Engineer who has a passion for ministry in second season
4. 52 year old fire chief
5. 65 stay at home grandmother who is preparing to become hospital chaplain
6. A construction worker attending the church. Doesn't know much about the Church
7. Bi-vocational: Business Owner
8. Bi-vocational: Campus pastor/planter
9. Called early in life, but just now doing something about it decades later
10. Christian (late life convert)
11. Couple serving as co-pastor and bi-vocational and serving a church no one wants
12. Down Time: Farmer who has down time in between planting & harvesting
13. Down Time: Firefighter
14. Immigrant: 40 year old undocumented who wants to join church when documented
15. Immigrant: documented or undocumented
16. Immigrant: Immigrant adult working through process and called to ministry
17. Immigrant: Nigerian immigrant never obtained his education and feels called to serve immigrants and receiving his education
18. Inmate: Former inmate now released
19. Inmate: Someone who came to Christ while incarcerated
20. Mid - 30s Woman Teacher who raised kids and is re-entering workforce
21. Military: Former military returning home
22. Military: Someone who has completed their 20 year military career and there is no room for career advancement from there and wants to go into the ministry
23. Minorities who didn't have earlier educational opportunity.
24. Mother of 3 teens who want to re-enter the workforce, but has a burden to work for the church
25. Non-traditional student
26. Prodigal
27. Restart Minister (wounded)
28. Retired Business Executive who seeks to be an executive pastor
29. Retired Police officer
30. Retired Social Worker wanting post-retirement

31. Retirement: Executive in major company who took early retirement
32. Retirement: Near Retirement Employee
33. Second career call to ministry: Banker, doctor, engineer, higher education administrator, lawyer, musician, postal worker, public official, radio DJ, sales person, sports column writer, welder, accountant, counselor, late 30s Hispanic man working construction, etc.
34. Spouse of a minister/leader
35. Spouse of a rich white/black/Latino/Asian person.
36. Stay at home parent who felt called as a second career to serve the church
37. Those without high school degrees (who have to do FLAME on a probationary status).
38. Two income family willing to downsize so one of them can pursue ministry
39. Volunteer Lay Person: Wants to learn more about full-time ministry
40. Volunteer Lay: Lay Leader with ministerial giftedness
41. Working professional who has a family and making 6 figures but doesn't know what the transition look like to ministry

3. Experiences & Assignments

The task of a residency is to provide residents with the training they don't receive in formal educational classes. Here is our list of the types of experiences we think a person more easily accomplishes *in the local church* (as opposed to *in the classroom*). We see these as “assignments” you could make to your REAP residents, or tasks and activities a resident might “check off” a current minister or mentor s they try to get a well-rounded ministerial experience or they could even form a “curriculum” a pastor or a “Resident Coach” could use to help the resident develop broad practical experience in the local church—experience in the things they might not get in a classroom. *(In our writing sessions we thought of more than 130 of these—if you add to this list please send in your suggested additions to expand this list in the future.)*

1. Church Administration: Develop or understand your organizational structure
2. Church Administration: Interview an operations pastor or director
3. Church Administration: Lead a board meeting
4. Church Administration: Observe a board meeting
5. Church Administration: Participate in a board meeting
6. Church Administration: Participate in the care of facilities:
7. Church Administration: Participate in the church's record keeping (statistical reports)
8. Church Administration: Prepare an agenda for a board meeting
9. Church Administration: Take minutes in a board meeting
10. Church Leadership: Chemistry building
11. Church Leadership: Co-lead an event with other church
12. Church Leadership: Coach a volunteer
13. Church Leadership: Create a “Must Lead” list
14. Church Leadership: Create a Ministry Mapping
15. Church Leadership: Create a timeline for planning an event
16. Church Leadership: Create and lead a ministry initiative
17. Church Leadership: Design a new ministry initiative from the ground up
18. Church Leadership: Develop a marketing plan
19. Church Leadership: Engage in goal setting for the church or a ministry
20. Church Leadership: Exposure to age-appropriate ministry experiences (children, teens, senior adults, etc.). Training and adaptability in this
21. Church Leadership: Facilitate a planning meeting
22. Church Leadership: Facilitate a staff meeting
23. Church Leadership: Fire a volunteer
24. Church Leadership: Have someone shadow you
25. Church Leadership: Lead a change process
26. Church Leadership: Lead a leadership team event
27. Church Leadership: Lead a ministry team through a cross-cultural experience
28. Church Leadership: Learn how to select ministry leaders

29. Church Leadership: Learn how to use technology in church
30. Church Leadership: Mentor younger generation/small group leader/peer mentoring
31. Church Leadership: Observe lead team meetings, staff meetings, etc.
32. Church Leadership: Participate in conflict resolution
33. Church Leadership: Plan an event
34. Church Leadership: Process improvement project
35. Church Leadership: Recruit volunteers
36. Church Leadership: Shadow the lead pastor
37. Church Leadership: Shadowing various ministries in the Church
38. Church Leadership: Supervise Staff and/or Volunteers
39. Church Leadership: Utilize social media
40. Church Leadership: Vision Casting
41. Church Leadership: Visitor follow up: 1st Time visitor
42. Community: Assessing & evaluating community needs
43. Community: Attend a city council meeting
44. Community: Community Engagement project
45. Community: Conducting a media interview and representing the church in the media world
46. Community: Demographic survey of community
47. Community: Developing community partnerships
48. Community: Interview community leaders
49. Community: Meet local officials
50. Community: Networking (community involvement, neighborhood, schools, community leaders)
51. Community: Work with community organizations
52. Denomination: Delegate to district conference
53. Denomination: Delegate to General Conference
54. Denomination: Developing an understanding of the denomination
55. Denomination: Developing denominational connection and resources
56. Denomination: General Board observation and Experience
57. Discipleship: Choose discipleship curriculum
58. Discipleship: Co-lead small group
59. Discipleship: Develop discipleship materials
60. Discipleship: Disciple someone
61. Discipleship: Experiencing discipleship and spiritual formation training
62. Discipleship: Implement and execute a discipleship training program
63. Discipleship: Lead a Sunday School class
64. Evangelism & Outreach: Conversation building with people of other faiths
65. Evangelism & Outreach: Engage in an experience or relationship that leads someone closer to Christ (but not necessarily yet to conversion)
66. Evangelism & Outreach: Go on a long-term global missions trip
67. Evangelism & Outreach: Go on a short-term global missions trip
68. Evangelism & Outreach: Lead a short-term global missions trip
69. Evangelism & Outreach: Lead someone to Christ

70. Evangelism & Outreach: Participate in a church multiplication effort
71. Evangelism & Outreach: Plan a short-term global missions trip
72. Evangelism: Participate in a church planting initiative or movement
73. Finance & Fundraising: Administer a budgeting process
74. Finance & Fundraising: Budgeting planning
75. Finance & Fundraising: Building a Budget
76. Finance & Fundraising: Financial training in developing a budget
77. Finance & Fundraising: Financial training in financial ethics
78. Finance & Fundraising: Financial training in fundraising
79. Finance & Fundraising: Give a funding appeal
80. Finance & Fundraising: Learn how faith, finances and generosity relate and go hand in hand)
81. Finance & Fundraising: Make a personal ask for money for a ministry
82. Finance & Fundraising: Manage a budgeting formation process
83. Finance & Fundraising: Planning for capital campaigns
84. Finance & Fundraising: Raise funds for a ministry initiative
85. Finance & Fundraising: Write a grant
86. Pastoral Care: Baby dedications
87. Pastoral Care: Being on call
88. Pastoral Care: Counseling divorce
89. Pastoral Care: Counseling grief
90. Pastoral Care: Counseling in crisis or trauma
91. Pastoral Care: Counseling marriage preventative
92. Pastoral Care: Counseling observation
93. Pastoral Care: Counseling pre-marital
94. Pastoral Care: Counseling preventative
95. Pastoral Care: Counseling sexuality
96. Pastoral Care: Counseling training
97. Pastoral Care: Funeral leading
98. Pastoral Care: Funeral planning (meeting with family, language of death and dying, organizing and planning a funeral)
99. Pastoral Care: New visitor orientation
100. Pastoral Care: Practice active Listening
101. Pastoral Care: Serve on a benevolence committee/team
102. Pastoral Care: Understand Prison and Jail Ministry (knowing protocol, clear expectations, rules, gaining entrance)
103. Pastoral Care: Visit a hospital
104. Pastoral Care: Visit a Jail
105. Pastoral Care: Visit a mental health institution
106. Pastoral Care: Visit pastoral
107. Pastoral Care: Wedding leading
108. Pastoral Care: Wedding planning
109. Personal Leadership: Conduct 360 self-evaluation
110. Personal Leadership: Conference attendance

111. Personal Leadership: Day Alone with God
112. Personal Leadership: Develop and implement boundaries
113. Personal Leadership: Develop and implement plan for work-family-life balance
114. Personal Leadership: Develop and implement self-accountability
115. Personal Leadership: Develop and implement soul care plan
116. Personal Leadership: Develop time management habits, skills and strategies
117. Personal Leadership: Emotional intelligence training
118. Personal Leadership: Engage in sacrificial practices
119. Personal Leadership: Establishing a system of self-care, emotional/physical wellness
120. Personal Leadership: Goal setting
121. Personal Leadership: Grunt work Assignments
122. Personal Leadership: How to fail well
123. Personal Leadership: How to handle criticism
124. Personal Leadership: How to structure overall week
125. Personal Leadership: Identify and address ministry experiences still needed for personal and professional development
126. Personal Leadership: Intentional cultivation of spiritual disciplines (spiritual director/mentor/Sabbath)
127. Personal Leadership: Learning how to say No
128. Personal Leadership: Ministerial ethics and morality (boundaries and accountability)
129. Personal Leadership: Must-read lists and discussion with another ministry leader
130. Personal Leadership: Network training and development
131. Personal Leadership: Open the window of reality (help them experience the practical reality of ministry)
132. Personal Leadership: Participate in humble service experiences
133. Personal Leadership: Participation in regular training workshops in order to continue developing the pastor
134. Personal Leadership: Self Care after traumatic experience
135. Personal Leadership: Take self-assessments (emotional intelligence, personality profiles)
136. Preaching/Teaching: Develop a list of "must-have" preaching resources
137. Preaching/Teaching: Develop an annual preaching plan
138. Preaching/Teaching: Develop an early believers Sunday School or Small group lesson series
139. Preaching/Teaching: Develop and go on a preaching retreat
140. Preaching/Teaching: Identify and develop your own preaching style
141. Preaching/Teaching: Interview seasoned preachers
142. Preaching/Teaching: Learn effective communication skills, practices and habits
143. Preaching/Teaching: Preaching to various age groups
144. Preaching/Teaching: Prepare a funeral message
145. Preaching/Teaching: Prepare a sermon series
146. Preaching/Teaching: Prepare a wedding homily
147. Preaching/Teaching: Preparing/delivering sermon/lesson
148. Sacraments: Perform a baptism

149. Sacraments: Perform the Eucharist/communion
150. Worship: Do a scripture reading
151. Worship: Give a benediction
152. Worship: Give a call to worship
153. Worship: Give a pastoral prayer
154. Worship: Lead a Good Friday Service
155. Worship: Lead an Ash Wednesday service
156. Worship: Lead the congregation in a time of testimony
157. Worship: Plan a worship service
158. Worship: Plan and lead a prayer meeting
159. Worship: Plan out the church worship calendar for a year (Advent, Christmas, Lent, Holy Week, Easter, ordinary time, etc.)
160. Worship: Pray in public
161. Worship: Select a song set for a worship service
162. Worship: Visit other worship experiences in other settings (rural, urban, etc.)

4. Curriculum for a Recurring “Coaching Meeting”

We see your role as a pastor (or the staff person heading up this program) as being a “Coach” to the adult lay person in your church pursuing ordination. A “Resident Coach” can work one-to-one if there is only one person working toward ordination, or they could work with a whole group. Nobody is asking you to be an expert, just lending helpful hand of advice and guidance as they move toward where you already are—the ordained ministry. We thought of the following topics, activities, and themes for your regular coaching meetings, many of which require little preparation—after all the Residency Program is not just adding another class, rather it is focused on getting practical experience and wisdom in the local church. So we thought we should all warn ourselves to avoid trying to become a “professor” who holds “classes” in these coaching sessions, but to work on adding what isn't fully covered in formal classes—the practical side of ministry. We developed the following list of ideas for coaching meetings: *(If you have other good ideas, send them in and we'll add it to future lists.)*

Most important topics – (These are the 32 most important ones to us in the writer's meeting)

1. ACCOUNTABILITY: Assessing family health and life
2. ACCOUNTABILITY: Assigned tasks and projects
3. CHURCH GENEALOGY: Understanding genealogy of church attenders to avoid inadvertent conversations
4. CUSTOMIZATION: Have a conversation about how the residency can continue to be Personalized around their ministry experience
5. DISCIPLESHIP: Making sure they are discipling someone and how that relationship is going
6. EVALUATION OF EDUCATION: Discuss what the resident is learning in their educational track of preparation.
7. EVALUATION OF MINISTRY: Evaluating recent projects, services, assignments and events
8. EVALUATION OF MINISTRY: Initiating ministry specific and ministry oriented conversations
9. EVALUATION OF QUARTERLY MINISTRY PROGRESS: Updating on ministry progress quarterly
10. EVALUATION OF RESIDENCY: Feedback on their residency experience: confirming/disconfirming call/activities; refine or discover their specific all
11. EVALUATION OF WEEK: Reviewing any assignments/goals/tasks since last meeting: success and failures
12. HEALTHY BOUNDARIES: Recurring theme of understanding and practicing healthy boundaries, how do you say “Yes” or “No”
13. IDENTIFYING GAPS: finding how confident they are in these and identifying next steps

14. LOCAL CHURCH HISTORY: Understanding local church history and genealogy of church attendees
15. MENTORING PROCESS: Allowing them to ask specific questions on specific topics of the mentoring process
16. MINISTRY ACTION PLAN: How to develop ministry action plans
17. MINISTRY ASSIGNMENTS: Giving and managing ministry assignments
18. MINISTRY COACHING: where are they stuck; where are there issues; problem solving
19. READING: Establishing a reading list to chat about: (Call of a Lifetime; Articulating your Call; Tale of Three Kings; assessing your call, plant by Eugene Peterson; The Pastor by Eugene Peterson; church leaders MBA by Smith & Wright; In the Name of Jesus by Henri Nouwen; Assigning a book; John Maxwell 101 books; Navigators Wheel; Relationship trumps the text. Walking through a reading assignment together (Making of a Leader) including making sure one reads minority authors and cross-cultural authors
20. RELATIONSHIP BUILDING: Activities and conversations that build the trust and relationship of the mentor and mentee
21. SAFETY ISSUES: Tools for how to create healthy male/female, children relationships; safety issues; boundaries
22. SELF-DIRECTED QUESTIONS: Current life challenges and opportunities
23. SELF-DIRECTED QUESTIONS: Current ministry challenges
24. SELF-DIRECTED QUESTIONS: Current ministry opportunities
25. SMART GOALS: Setting and reviewing SMART goals
26. SPIRITUAL ASSESSMENT: Help the resident to understand the Jahari window and then use it to talk about truths, masks, and self-understanding.
27. PERSONAL ASSESSMENT: where are we starting from; where do we need to go; and how do we get there.
28. SPIRITUAL HEALTH: Assessing personal spiritual health
29. SPIRITUAL HEALTH: Discuss how the resident is doing as a pastor & person, e.g. soul care
30. SPIRITUAL HEALTH: How is your soul?
31. SPIRITUAL HEALTH: Spiritual & emotional check-in
32. TIME MANAGEMENT: Time management assessment and evaluation

Additional Curriculum/Topics for a Monthly Meeting (These were not starred as “five most important” in our own voting, but they still contain some important ideas—and those of us who first suggested them think some of these are actually more important than the ones listed above!).

1. ACTIVITY: Schedule a few “coaching times” that are not a meeting but rather an activity
2. BUDGETS: Church budgeting and finances
3. CHARACTER: Engage in character development exercises
4. CHURCH RITUALS: Discuss topics related to church rituals and the resident’s training and preparation in these
5. CHURCH WORK: How Churches work: Structure, policy, expectation etc.
6. COACHING vs. SUPERVISION: Coaching conversations vs. supervision conversations

7. COACHING-ACADEMIC: Academic Guidance (the process of coaching through ministry education)
8. COACHING-CALL #1: Coaching on the call (the process of coaching the minister, the call, the giftings; Regular meeting rhythm with the mentor/sponsor/coach)
9. COACHING-CALL #2: Assessing the call: DTR- Define the Relationship (Boundaries, Schedule, Responsibilities)
10. COACHING-CALL #3: Understanding the call & Affirming the call
11. COACHING-CALL #4: What experiences do they bring to the call and how can that be utilized?
12. COACHING-CALL #5: How to affirm and disaffirm the person's call and gifting (speak the truth into existence)
13. COACHING-PROFESSIONAL: Professional Coaching (the process of coaching into ministry)
14. CONFLICT RESOLUTION: Conflict Resolution within the congregation and within the staff
15. COUNSELING: Pastoral counseling training
16. CRISIS: Engage in crisis training
17. CULTURE: Understanding church and community culture
18. CURRICULUM: Engage in learning via audio curriculum (YouTube, podcasts, etc.).
19. CURRICULUM: Knowledge, books, reading, and information residents should learn (that they don't learn in the educational options)
20. EDUCATIONAL REVIEW: Review academic progress
21. ENGOURAGER: How to develop and becoming an encourager
22. FAMILY: How does your role as a resident affect your family? How relationships are different in this role?
23. GOAL SETTING: Go through the process of identifying and setting goal
24. GROWTH: What are you learning? (What questions do you have?)
25. LIFE RHYTHMS: Helping establish healthy rhythms of life and ministry
26. MONTHLY REVIEW: Engage in a monthly review process (celebrating wins and addressing challenges)
27. PERCEPTION: Review perspectives of others in an assessment (LBA, teachers, staff, lay person)
28. PERSONAL: Clarifying appropriate expectations in personal appearance, e.g. clothing
29. PERSONAL: Showing care for family and personal life and investing holistically in all domains of your life
30. PRAYER: Praying together
31. PREPARATION: How to prepare for a monthly mentoring meeting by engaging in advanced prep time and preparing an agenda
32. PROCESS: How to take notes, engage in action steps and report
33. RELATIONSHIPS-EXTERNAL: How to develop relationships with outside authorities and resources.
34. REPORTING: How to engage in reporting progress in a mentoring relationship
35. SPIRITUAL DISCIPLINES: Developing spiritual disciplines (resource: celebration of discipline)

- 36. STRUGGLE: Addressing areas of struggle
- 37. TEAM BUILDING: Do a team building activity and have fun together.
- 38. TECHNOLOGY: Effective use of technology for ministry
- 39. THEOLOGY: Engage in and engage topics of practical theology
- 40. THEORY-PRACTICE: How to integrate education and practice, with clearly defined hands-on ministry expectations
- 41. VISION: Vision and Mission Training (How to cast vision and develop mission)
- 42. WINNING: How to respond and handle big wins in ministry

5. Identifying Potential Residents

Most churches have active lay leaders. Every active lay person is called to minister just like every Christian is called to minister, But some of these may be called into “the Ministry.” Residencies are for those people who feel called to vocational ministry who are willing to pursue the classes required for ordination and also submit to your coaching in getting the practical training that only a local church can offer. As we wrote this guide we asked ourselves what the qualities were of a person pursuing ordination—the kind of people we’d want to develop into “Home-grown ministers” in our churches. Here is our list of the traits, competencies, aptitudes, and skills we thought we’d want to look for:

Our primary list:

1. ACTIVE: Someone who is already engaging in the work
2. ATTITUDE: Demonstrates a positive Attitude
3. AVAILABLE: Has time and space and proves to be someone who is available to ministry
4. CHARACTER: Demonstrates strong character
5. CHEMISTRY: Fits in well with the team
6. CHRISTIAN: Has demonstrated a strong Christianity
7. COMMUNICATOR: Is a good communicator
8. COMMUNITY INVOLVEMENT: Already leading in the community/community influencers/passionate/influential
9. COMPETENCE: Has the skills and capacity for the role.
10. CROSS-CULTURAL Demonstrates or has the potential for cross cultural ministry
11. DETAILED: has an eye for detail
12. DISCIERNMENT: Has developed a pastoral discernment rooted in prayer
13. DRIVEN: Is a go-getter and is self-driven
14. EMOTIONAL: Demonstrates emotional Health
15. FAITHFUL: Has a proven track record of being faithful.
16. FAMILY: Has strong family support
17. FOLLOW-UP: Naturally follows up with individuals who are disengaged and finding out why
18. HOLINESS: Demonstrates a life and belief in holiness
19. HOLY DISCONTENT: Demonstrates a drive to continually pursue holiness and the transformation of lives.
20. HUMILITY: Approaches life with a spirit of humility
21. HUNGRY: Hunger for the work of the ministry.
22. INFLUENCE: Has existing influence with other people (Other people see the gift)
23. JOY: Attitude of joy and gratefulness
24. LEADER: Has a certain degree of natural leadership ability and qualities
25. LOVE-CHURCH: Love for the church
26. LOVE-PEOPLE: Has a deep love for People

27. MULTIPLIER: Knows how to multiply the ministry by engaging and raising up other leaders
28. NURTURE: Has a nurturing spirit
29. OBEDIENT: Has demonstrated a life of obedience to God and to others.
30. READY: Has a spirit of readiness
31. RECEPTIVE: Able to take constructive feedback
32. RESPECT: Has respect for authority and others around them.
33. RESPONSIBILITY: Demonstration of responsibility
34. RISK: Knows how to engage in controlled risk taking
35. SELF-STARTER: Knows how to self-starter and can operate with some degree of independence
36. SELFLESS: Is driven by a concern for others and not their own interests
37. SERVANTHOOD-LIFE: Demonstrates a life that reflects a servant's heart
38. SERVANTHOOD-UNDERSTAND: Understands a biblically-based, Christ-centered servanthood
39. SOCIABLE: Demonstrates social skills and grace
40. SPIRIT-FILLED: Evidence of the fruit of the spirit
41. SPIRITUAL Lives a life of spiritual vitality and Health
42. SPIRITUAL: Has spiritual fervor and passion
43. TEACHABLE: Desire to Learn
44. TEAM-BUILDER: Someone who is a team builder and has built a team before
45. TEAM-PLAYER: Knows how to engage in and work with a team
46. TRUST: Someone who is trustworthy and puts trust in others.
47. VISION: Connected with the vision of the church
48. VOLUNTEER: Someone who knows you can't lead before you have served
49. VULNERABILITY: Someone who understands how and when to be vulnerable

Our secondary list (not voted by our group into the most important list—but still important)

50. 3 C's: Competence, chemistry, Character: demonstrates the capacity to grow, call, cultivate)
51. CHEMISTRY: Has chemistry with church
52. CHRISTIAN GROWTH: Evidences growth in personal walk with Christ
53. COMMUNITY: Is community minded and sees past the walls of the church
54. CREATIVE: IS creative and innovative
55. DEVELOPER: Sees potential in people and calls it out of them.
56. FAITHFUL: Is faithful and available
57. FERVOR: Has spiritual fervor and passion
58. INTEGRITY: Demonstration of integrity and responsibility
59. LEARNING: Has an eagerness to learn
60. OUTREACH: Living out faith in community (inside and outside the church)
61. PEOPLE: Has a heart for people
62. RISK-TAKER: Someone who has a willingness to step outside comfort zone
63. SENSIBLE: Has a basic sensibility and practical intelligence

- 64. SERVANT: Has a heart for service
- 65. SUSTAINABILITY: Long term energy
- 66. TITHER: Is someone who is faithful in their tithe
- 67. TRUSTWORTHY: Someone who is trustworthy
- 68. VIBRANT RELATIONSHIPS: Someone who has vibrancy of personal relationships
- 69. ZEAL: Someone who has a deep zeal for God

6. Recruiting and Vetting Potential Residents

A residency is much more than an internship. An internship is “a semester or a summer” usually; a Residency is two or more years and in the case of a REAP resident it may be five years or longer. A residency is a journey of education, formation and training designed to prepare someone for ordained, vocational ministry. Every person who wants to be on your ministry staff shouldn't be there. That means you might have to winnow out some. We think the easiest way to do this is to use the following tools, resources, and processes for identifying and selecting qualified residents. Some people who want to go into the ministry need to simply keep on being an active lay-person. Our list might help you do this “sorting.”

1. 90% RULE: Okay doing 90% enjoy doing 10%
2. AVAILABLE: Is available and has time for the ministry and the process of preparation
3. BIBLICAL ASPIRATIONS: Aspires to Biblical qualifications
4. CALL-ARTICULATION: Articulation of salvation and call
5. CALL-IDENTIFICATION: Is able to identify their calling
6. CALL-LIFETIME: Is willing to engage in the realities of a call as a lifetime endeavor
7. CALL-SPIRIT: Sense of the Spirit's affirmation (“David's” aren't always our gut impulse)
8. CALLING-PERSONAL Feels personally called; has a sense of a call to ministry; the ability to articulate this to some extent
9. CAPACITY: Determining capacity: (Are they bumping up against their capacity)
10. CHARACTER (QUESTIONS): Character driven assessment questions
11. CHARACTER (WILLINGNESS): Is willing to engage in a process of character review and evaluation.
12. CONFIRMATION-COMMUNITY: Submits to and engages in whatever processes the community works through to get to confirmation
13. CONFIRMATION-CONGREGATION: Ask the congregation how they are doing
14. DISCERNMENT PROCESS: Is willing to have multiple conversations to discern call and is there progress with further and further affirmation (particularly key if you are approaching a person “out of the blue”)
15. EDUCATION: Is able to engage in the educational qualifications and has perhaps already enrolled in an educational experience
16. EMOTIONAL HEALTH: Has engaged in an emotional assessment and is not emotionally dysfunctional
17. ENGAGEMENT: Are they already engaged in the life of the church.
18. EXPECTATIONS-CLARITY: Applicant is willing to meet with people who have already gone through the process to gain a sense of what they would be going through.
19. EXPECTATIONS-CLARITY: Clarity of expectations on both sides: What can they expect from the local church and leaders?
20. FAITHFUL: Is faithful in their current ministry responsibility
21. FAMILY: Has discussed with family and received support

22. FIT-CURRENT CONTEXT: Demonstrates a fit for the local church (particularly the one they are at)
23. FIT-OTHER CONTEXT: If not a good fit for current context, is willing to find a better church for their ministry
24. HIREABILITY: Discerning and working towards long-term potential and hire-ability
25. INFLUENTIAL: Has some degree of existing influence with people
26. INVESTED: Demonstrates that they are invested in the process. They have “skin in the game”.
27. LIKEABLE: Is someone you would like to hangout with, is relational. Do you like them?
28. MEMBERSHIP: Are they a member of the church?
29. PATHWAY: Can demonstrate a clear path for ministerial training. It will not be impossible to engage in the process and its requirements.
30. PERSISTENCE: Demonstrates an ability to “stick-to-it”
31. PRAYER: Engages in a preliminary time of prayer & answering call
32. PRAYER: Is praying and can articulate what is God doing in them?
33. PROCESS-APPLICATION: Application process with interview process; interview with staff; staff review; competency, communication, chemistry
34. PROCESS-ASSESSMENT (EXTERNAL): Assessment of some type and talk about that. Get staff feedback; prayer; decision making time.
35. PROCESS-ASSESSMENT (360): Engage in 360 evaluations, particularly related to ministry potential.
36. PROCESS-ASSESSMENT (SELF): Engages in self assessment
37. PROCESS-ASSESSMENT (TESTS): Using StrengthsFinder, spiritual giftings tests
38. PROCESS-BACKGROUND CHECK: Has taken and has dealt with the realities of a background check.
39. PROCESS-CONVERSATIONS: Is willing to engage in one on one conversations about the call and vocational ministry
40. PROCESS-DISTRICT: Willing to connect with and consistently engage with the District Board of Ministerial Development (DBMD)
41. PROCESS-FEE: Create an application fee to up the investment of the applicant.
42. PROCESS-FORMALITIES: Are they willing to step through the formal denominational process
43. PROCESS-HIRING TEAM: Engage a hiring team so the discernment rests on others and a process
44. PROCESS-INTERVIEW (GROUP): Is willing to engage in a group interview and does well.
45. PROCESS-INTERVIEW: Is willing to engage in an interview process
46. PROCESS-MILESTONES: Identify and track milestones in the journey that are pre-residency (Courting process)
47. PROCESS-MULTIPLE CANDIDATES: Engage in a process in which a larger pool is interviewed.
48. PROCESS-PAPERWORK: Is willing to engage in the paperwork process
49. PROCESS-POTENTIAL Engage in conversations to that highlight the potential in them
50. PROCESS-READING: Reading the call of the lifetime and reflecting on this

51. PROCESS-REFERENCES: Has good references
52. PROCESS-REFLECTION: Would I ever want this person to be a pastor for my kids or myself?
53. PROCESS-RESOURCES: Placeministries.org
54. PROCESS-RETREAT (POST): Participate in a retreat to clarify call
55. PROCESS-RETREAT (PRE): Engage in a retreat after the residency starts as an introduction to the journey in to ministry.
56. RESILIENT: How do they do in difficult ministry experiences (witnessing the tough stuff)
57. SERVICE: Has a heart to serve
58. SUPPORTERS: Has others who have affirmed candidates leadership qualities
59. TEACHABLE: Can be taught.
60. TIMING: Identifying if the timing is right (now or future?)
61. WILLINGNESS-BIBLICAL: Willingness to move toward biblical qualifications of ministry
62. WILLINGNESS-NEW: Willingness to try new things
63. WILLINGNESS-SMALL THINGS: Willingness to serve in smaller ways: faithfulness in small things
64. WILLINGNESS: Determining willingness: are they bumping up against their willingness or are they ready to take the next step

7. Resident Application Pre-requisites

Most churches wouldn't simply add a person as a Resident Minister just because someone asked. We thought a church would probably create a list of "prerequisites" a person should fulfill before becoming a resident. This first "test" would in itself "weed out" those not serious about moving toward ministry, as well as sorting out those who were exciting about taking *classes* on ministry but had little interest in actually *doing* practical in-church ministry. Here is our list of ideas things you could from choose as your "entry-level requirements" for residents. We don't expect anybody to use all of these – but you might find a handful you want to set as your list of "You can't be a resident until..."

1. AGE: Minimum Age Requirement
2. CALL: Articulate a call to ministry
3. COMMITMENT: Expectation to commit; articulation of minimum commitment
4. DBMD: DMBD Enrollment
5. EDUCATION: Minimum Educational Requirement (GED or high school equivalency)
6. EXPERIENCE (EDUCATION) Minimum Ministerial Educational Requirement (e.g. 1 FLAME class)
7. EXPERIENCE (LAY): Minimum experience of lay service (years)
8. EXPERIENCE (LIFE): Minimum Life/Work Experience
9. FAITH: Personal Walk with Jesus Christ - Converted Person
10. INTERNSHIP: Internship first, then residency
11. MEMBER: Covenant Church Member
12. MENTOR: Have a mentor
13. REFERENCE (BOARD) Recommendation from the local board?
14. REFERENCE (CHURCH) Recommendation from previous church (in event of transferring)
15. REFERENCE (PERSON): One non-family member who would recommend them
16. REGISTER: Enrolled with Education and Clergy Development
17. TITHE: Faithfully tithing

8. Job Description and Expectations

When your church creates this residency, we think you will want to create a job description for this position. Like any job description, it should provide a basic framework for the expectations and roles of the resident. Job descriptions for residencies may vary based on who the resident is but there are probably a core list that would be included in all Resident Minister Job Descriptions. We thought up the list below so you could pick and choose or copy and paste into the format you are used to using for your own church's job descriptions. While it is a resident's own responsibility to not get burnt out, we thought we all need to remember that residents should have a positive experience that leads to a lifetime of ministerial work, and not learn to hate the ministry before they even start it!

TASKS

1. EDUCATION: Due to pursuit of educational journey; make adequate process on their educational progress
2. EDUCATION: Pursue educational requirements
3. EXPERIENCE RECORD: Complete the ministry experience checklist
4. HOURS-LOG: Log assigned hours and the nature of the work day
5. MENTOR: Have a spiritual formation mentor
6. MENTORING: Engage in mentoring relationships; be mentored and mentor
7. MINISTRY MAP: Develop a ministry map
8. MINISTRY-GROUP: Be involved in a in group ministry (bible studies, Sunday school, small group)
9. MINISTRY-LEAD: Provide point leadership for assigned ministry endeavors
10. MINISTRY: Work with supervisor to identify their specific leadership or ministry opportunity in the church
11. ON-CALL: On-call responsibilities as required
12. PREACH: Pulpit supply as needed
13. RELATIONSHIPS: Ongoing relationship building with staff and congregation members
14. SMALL GROUP: Lead a small group
15. STAFF MEETING: Attend regular staff meeting
16. TITHE: Support your local church through your tithe and attendance
17. VOLUNTEERS: Work and help organize volunteers
18. DUTIES-OTHER: Complete duties and projects as assigned

EXPECTATIONS

19. ATTENDANCE: Consistent attendance
20. AWARENESS-BROAD: Rotation through various departments
21. AWARENESS: Be aware that certain departments might affect the look of the job description.
22. BELIEF: Agreement with mission, statements of faith, membership (what the church believes)

23. BOUNDARIES: Need to express boundaries
24. COMMITMENT-PASSION: Commit to use your passion to engage in ministry
25. COMMUNITY-ENGAGEMENT: Be engaged in the community
26. COMMUNITY-HOSPITALITY: Be aware of habits and hospitality issues that may relate to interactions outside the local church proper
27. DEVELOP LEADERS: Awareness to try to not move to new ministry position until you've trained your ministry replacement.
28. FINANCE-STABILITY: Demonstrate financial stability
29. HOURS: MINIMUM: Ability to work 30-40 hours a month
30. PARTICIPATE: Be a full participant in the local church
31. PROCESSES: Utilize all established communication scheduling, protocols and policies
32. SUNDAYS-AVAILABLE: Must be available Sundays and evenings
33. TEAM: Recognize early on the importance of being on time and cordiality with the team
34. TIMELINESS: Complete all ministry assignments in a timely manner

RECURRING ACTIVITIES

35. COACHING: Attend weekly coaching meetings
36. REPORTS: Monthly reports as needed by supervising minister
37. REPORTS: Submit assigned written reports and evaluations for review
38. SUPERVISION: Attend bi-weekly meeting with supervisor

TIPS FOR CREATING THE JOB DESCRIPTION

1. CUSTOM: Flexibility of job description (form residency around resident)
2. DEVELOPMENT: Development needs to happen professionally, spiritual and personal
3. EARLY: Create the job description early and have it well developed by the time you utilize it.
4. HOURS-MINIMUM: Minimum time of ministry each week
5. SCALABLE: Scale the level of responsibility to available hours and remuneration
6. SUPERVISION: Job description needs to state who they answer to

9. Church Assessment and Preparedness

Our writing group developed this list to help churches decide if you and your church are ready for a residency program. We didn't think any one or two of these would disqualify a church, but paying attention to these kinds of questions will help clarify your preparedness for starting a residency. If your church isn't healthy, you may not want to have a residency. The question we asked ourselves was: **Don't start a REAP residency in your church if....**

1. NO TIME: If you don't have margin in your schedule to mentor a resident
2. NO BUY-IN-CONGREGATION: If your congregation is not on board yet
3. NO BUY-IN-STAFF/BOARD: If your staff and board is not in favor if it
4. NO CAPACITY: If you're starting a mentoring program because currently you aren't getting the stuff done you need to get done (don't do this just to get "extra workers" or to "save time". It mostly costs time up front)
5. NO CHURCH HEALTH: If your church culture is not healthy
6. NO FAILURE: If residents are not allowed to fail. If you don't have margin for failure in your church. (Residents have to be able to fail, clarify lack of call, spin out—some don't make it.)
7. NO HEALTHY SUPERVISOR: If the pastor or mentor is not spiritually or emotionally healthy. (If you are a lousy mentor you don't want to duplicate yourself)
8. NO INFRASTRUCTURE: If you don't have the infrastructure in place to support it
9. NO PAID STAFF: If what you actually need is paid staff
10. NO LAUNCH: If the people you are developing *have* to stay at your church and you aren't willing to launch them to other churches (i.e. if you aren't open to the people being sent out to other churches once they are trained)
11. NO PLAN: If you have not developed a plan. (Though you don't have to figure it *all* out)
12. NO TENURE: If the pastor just resigned
13. NO MINISTRY: If you're hoping to multiply ministry that even exist in your church

10. Advising for Academic Success

This program is primarily focused on giving the practical experience in ministry to REAP residents. However, you will *really* help these adults if you become their “academic advisor” and help them pick the best way to get their educational courses completed. You can even guide them into choosing the best courses, best professors, but, even more important helping them figure out what format is the best fit for them—online, onsite, for-credit or not-for-credit.

At the writing of this manual there are several options for an adult 28 years old and more who wants to stay in the local church while complete their educational requirements for ordination:

1. ONLINE BACHELORS: Most of the courses for ordination could be completed in an accredited bachelor’s degree. Email education@wesleyan.org to learn what programs at our five Wesleyan colleges are online and meet most (if not all) of the educational requirements
2. Online MASTERS: Wesley Seminary at IWU has a Masters of Arts in Pastoral Ministry that completes the academic requirements for ordination. This program can be done entirely online.
<https://www.indwes.edu/seminary/academics/specializations/pastoral-ministry>
3. ONLINE MASTERS OF DIVINITY: Wesley Seminary at IWU has an MDIV (masters of divinity) program both in English and in Spanish that will fulfill all the requirements for ordination. You can do your program an online format in which you only have to travel to the main campus for a handful of 1-week intensives over your 3-4 year degree. This will allow you to do your residency in your local church without having to move.
4. FLAME/FLAMA. Non-credit courses offered at various locations in North America usually lasting 2 ½ days each that count as completing the ordination educational requirements (Both in English and Spanish). Often two courses are offered back-to-back providing for two courses in five days. Students prepare before the course and do follow up work after, but the primary learning is face to face.
English <https://www.wesleyan.org/flame>
Spanish: <https://www.wesleyan.org/flama>
5. OKWU’ “CROSS TRAINING” Oklahoma Wesleyan University’s non-credit online ordination courses which “meet” online Monday through Sunday and most classes are three weeks long. <http://www.okwu.edu/adult/crosstraining/>
6. HOUGHTON COLLEGE’S “EQUIPPING FOR MINISTRY.” On site non-credit at Houghton College. Onsite 2 ½ day ordination courses, usually two offered back to back in five days.
<http://www.houghton.edu/spiritual-life/ministry-resources-equipping-for-ministry/>
7. CORRESPONDENCE COURSES. The oldest route for non-traditional age students seeking ordination. Here you do individualized study at your own pace. The student can take two courses at a time and there is a 201 day limit on completing them.
<https://www.wesleyan.org/correspondence>

These were the routes at our time of writing for adult students to meet ordination requirements while staying in the local church. Other avenues are in development including CLEP-like online testing and credit-by-portfolio which may develop in the future. The point is a lay person in your church may be mystified by the options and need an “academic advisor” to help them move through these courses in a smart sequence with the best professors, in the best locations and by using the best method for them personally. So what are those academic requirements for Ordination? See the next page.

So what are the Academic Requirements for Wesleyan Ordination?

General Education

- Sociology
- Psychology
- Philosophy/Ethics

Bible

- [Methods of Bible Study \(usually first\)](#)
- [*Introduction to Old Testament](#)
- [*Introduction to New Testament](#)
- Old Testament Bible Elective
- New Testament Bible Elective

History

- General Church History
- [*Wesleyan History/Discipline](#)

Theology

- [*Introduction to Theology](#)
- Advanced Theology
- Doctrine of Holiness

Practical Ministries

- Christian Education
- Spiritual Formation
- Evangelism/Church Health
- Global and Intercultural Ministries
- [*Introduction to Homiletics](#)
- Pastoral Ministries
- Worship
- [*Church Leadership/Management](#)
- Expository Preaching Pastoral Counseling

Practicum/Internships

- Supervised Ministry
- * These are the six courses required to become a licensed minister, which is the first step toward ordination.*

We the writers of this guide think that the REAP Resident would be wonderfully served if their “coach” would serve as an “academic advisor” helping them work through these courses while they are learning the ropes of practical ministry in the local church.

Since most of your residents will be working on their educational requirements for ordination *while* they complete their residency (instead of afterward, as is true for college kids) here are some tips we put together as a writing group that might help you think more about the educational requirements and advising:

Considerations for the Resident Supervisor as they advise a residents

1. CUSTOMIZE: Assessing the people that are in the residency program- what would be best for them
2. BARRIERS: Be aware of cultural language barriers that make training more challenging and be prepared to help the resident address and overcome these
3. CHURCH LABORATORY: Be ready and willing to allow the resident to utilize the church and the ministries they oversee as a learning laboratory.
4. FAILURE: Pastors need to understand that sometimes any educational requirements may be a barrier or a “transition out of the process”.
5. LITERACY: What do you do with people who are called to ministry but don’t know how to read; how to provide educational options outside of English/Spanish?
6. COURSE SUGGESTION: Consider advising the student to take a course on world Christian perspectives
7. COMMUNITY: Consider advising the student to attend a CCDA event www.cdda.org
8. AWARENESS: Have some awareness and understanding of what is being taught to the resident and engage the resident to an appropriate degree to deepen their learning experience.
9. EDUCATIONAL OPTIONS: Have an awareness of the educational options that are available to the student. Use the Educational Pathways to Ministry chart here: www.wesleyan.org/4239
10. EDUCATIONAL REALITIES: Have an awareness of the current educational realities (e.g. online vs. onsite, how to obtain books, resources; the way people learn, the way learning has changed in the last 50 years).
11. EDUCATIONAL NEEDS: Have an awareness of the needs a person has as they progress through their educational process (e.g. laptop, margin for reading, writing; need to incorporate learning with current ministry).

Possible Tasks for the Pastor as they advise a resident

1. READ PAPERS: Read some of the writing of the resident
2. TUTOR: Consider being a tutor to the student or pairing the resident with someone who could tutor them.
3. COURSES-CREDENTIALING: Become informed about the educational courses and process towards credentialing (e.g. what courses to take first in order to be licensed).
4. FEAR: Advise and counsel the resident through any “fear of school” they may have. Many residents have not written a paper in years.
5. DBMD-REGISTER: Help the resident register with district (this process may vary from district to district)
6. COURSE-LOAD: Help the student, in their creation of an education pathway, identify an appropriate course load. Should they take more than one class at a time? How many

classes a year should they take? Are there times of the year they can take more classes (or less)?

7. FINANCE-HOUSING: Once a resident is licensed or ordained/commissioned, walk them through the housing allowance tax realities (if applicable).
8. DBMD-FORMS: Help the resident track the forms they need to complete for the DBMD.
9. DBMD-INTERVIEWS: Help the resident prepare for and attend each interview with the DBMD.
10. DBMD-REQUIREMENTS: Discover what additional requirements the DBMD might have for the resident. Help the resident fulfill these.
11. GUIDE: Be a guide for the resident and help them speed through the process. Help them minimize unnecessary “hoops”.
12. CREDIT BY EXPERIENCE: Advise the student that it is possible to get credit for prior life experience. This can help minimize any unnecessary coursework. Contact education@wesleyan.org for information about credit by portfolio.
13. FOLLOW-UP: Follow up with the resident throughout their educational journey and while they engage in classes. Ask how they are doing?
14. COURSES-GUIDE: Create your recommended guide for how you would like the resident to navigate courses (this might be unique to what you want to accomplish in the residency and for the resident).
15. RESOURCE BANK: Begin to identify resources to help answer questions and begin to put these into a resource bank.
16. COLLEGES: Know the different kinds of educational institutions they can attend. Consult the Educational Pathways to Ministry chart: www.wesleyan.org/4239
17. HQ WEBSITE: Learn how to use the Wesleyan Church website as a resource for you (learn how to navigate it)
18. CONNECT: Help connect the resident with the appropriate people at each stage in the educational journey.
19. PEOPLE: HQ ACADEMIC DEAN: Know who the academic dean is in Education and Clergy Development and connect the resident with that person as needed as transcripts are evaluated and questions arise about the educational journey.
20. PEOPLE: DBMD CHAIR: Know who the DBMD chair is for your district and connect the resident with the DBMD as needed throughout the educational journey. DBMDs have access to the students academic progress.
21. PEOPLE: PROGRAM DEAN/ADVISOR: Know who the advisor is for the student in their educational program (e.g. their MDIV advisor, Bachelor Advisor, their Cross Training advisor). This person will know the specifics of the particular educational program they select and can help coach them through the process (these people will not always however understand the ordination process like the DBMD Chair or ECD Dean will).
22. EDUCATION-VALUE: Help the resident to value education for his or her own formation and ministry effectiveness.

Tasks for the pastor and resident together

1. GOALS: Determine the end goal the resident has in their educational journey.

2. **LEARNING STYLE:** Discuss and determine resident learning style and preferences and how this might affect their learning journey.
3. **REQUIREMENTS:** Clearly identify the academic requirements for your academic goal. Line these up with your particular educational option (e.g. bachelors, MDIV, FLAME, etc.)
4. **FORMAT:** Help the student identify the format of classes that would best fit them and their learning strengths, e.g. online or onsite intensives.
5. **FORMAT:** Based on the resident's learning goals, styles, preferences, and requirements, determine which path is ongoing to work best for you (online, FLAME, accredited etc.).
6. **FINANCES:** Determine together the resident's financial needs, situation and the possible financial resources, scholarship and incentives available to the student.
7. **FINANCES-DEBT:** If the resident is considering educational debt, ensure the resident is making wise decisions based off of adequate financial literacy. Consider suggesting a financial literacy course. Contact education@wesleyan.org for possible financial literacy course options.
8. **PATHWAY:** Have the resident develop their plan of study. What path through the courses will they take? In what order will they complete the courses (licensing courses should be completed first).

Tips & Advice to give the resident

1. **ENROLLMENT:** Have the resident enroll with Education and Clergy Development (ECD) so their academic ministry transcript is created and Headquarters can track their progress. www.wesleyan.org/em/enroll
2. **TRANSCRIPTS:** Have the resident ensure that grades and transcripts are being sent to Education and Clergy Development.
3. **ONLINE PORTAL:** Have the student register for access to the online portal with Education and Clergy Development. This will give them access to see their transcript. www.wesleyan.org/emcam
4. **LICENSING-COURSES:** Have the student take their licensing courses first.
5. **LICENSING-DISTRICT:** Have the student notify the district when they've completed and received grades for their licensing courses.
6. **ORDINATION-COURSES:** Have the student notify the district when they've completed and received grades for their ordination/commissioning courses.
7. **DILIGENCE:** Advise diligence - continue to work; goal completion
8. **FINANCES:** Any tips to help them financially, not incurring huge loans, etc.; connecting them with people who can help them with this.
9. **TIMELINESS-COURES:** Advise the student that the DBMD requires at minimum two courses to be completed each year.
10. **TIMELIENSS-COURSEWORK:** Encourage and prod the student to complete individual class assignments and requirement in a good timeframe.
11. **CHANGE:** Advise the student to be open to change and have a willingness to change as they learn, grow and advance through the educational process.

12. GRANTS-SCHOLARSHIPS: Contact Education and Clergy Development or the educational institution to identify scholarship possibilities.

11. Steps to Prepare a Church for REAP Residencies

The way we went about compiling this help for you is we divided up the large group into four sub-groups and designed what we thought was the best way to prepare a church for launching REAP residencies. Most of us thought the senior pastor would cast the vision, create buy-in, explain what a resident is and what a resident does, and embed the residency and pastoral development into the DNA of the church. But instead of merging our lists, they are different enough that we decided to simply include all four of our “Preparing a church for REAP Residencies:”

Group One: “Preparing a church for REAP Residencies”

1. SELL THE VISION
Start by telling your congregation the why - to prepare ministers to serve the greater church
2. CLARIFY RESIDENCY GOAL
You have to clearly communicate that residents ARE NOT staff. They come and go to be sent out. Our ministry is TO them, not FROM them.
3. INVOLVE CONGREGATION
Get the congregation involved in the process (spiritual formation mentor, provide housing)
4. BUDGET
Build a budget for the residency program; and make sure you provide ministry budget for the resident to use (resources to draw from)
5. DEVELOP SUPERVISION STRATEGY
Identify and develop supervision.
6. ARTICULATE & SHARE RESIDENT RESPONSIBILITIES
Articulate what the resident will do and share it with the congregation so they know
7. GET FEEDBACK
Discuss the residency in a congregation town hall and forum so people can ask questions and you can fill in the gaps of the why, what and how of a residency program.
8. INFORM KEY LEADERS:
You need to inform key leaders in the congregation the why, what and how of a residency. Get key leaders on board.
9. LAUNCH RESIDENCY
Prepare Ministers to Serve the Greater Church!

Group Two: “Preparing a church for REAP Residencies”

1. GET BUY-IN [LEAD]
To get buy in from the lead pastor and improve/develop the plan/rational/funding, FAQs of a residency
2. GET BUY-IN [STAFF]

Get buy-in from staff to get them to help further develop the plan

3. COMMUNICATE TO CONGREGATION

When you share with congregation, most of them already know (Social media, worship service, connected to life of the church and leadership development programs)

4. UPDATE CONGREGATION

Give church updates on how the residency is going. (Newsletter, social media, etc.)

5. BUDGET

Determine Financial Need

6. APPROVE

Approval Process

7. LAUNCH

Formal Installation

Group Three: “Preparing a church for REAP Residencies”

1. START WITH KEY LEADERS

Start with the board, leaders and influencers in the church and incorporate some budget conversations in that.

2. VISION CAST

Vision casting: (Town hall, task force, vision groups)

3. PICK MINISTRIES

Identify areas in the church for the resident where they will be effective

4. PREPARE FOR RESIDENCY

Prepare leaders for the residency and the resident’s experiences

Group Four: “Preparing a church for REAP Residencies”

1. PRAY

Develop the process in Prayer

2. TALKING POINTS

Develop Talking Points

3. ESTABLISH

Establish and communicate

4. COLLABORATE

Develop a collaborative effort to define residents work

5. BUDGET

Develop budget of resident ministry

6. EMPOWER

Public empowerment for ministry

7. PREPARE FOR THE END

Develop a placement and guidance process for the completion/launching of the residency (what’s after the residency)

12. Steps to Start a REAP Residency

Similar to the last list we did this one in groups. While we could have merged our lists, we thought it better to provide you with all four models and between them all you can see which one is most appealing to your style of leadership, or even blend them yourselves into a fifth personalized list.

Group One: “Steps to start a REAP Residency:”

1. DEVELOP VISION
Pastor Develops a vision for the residency and processes vision, casts it to the staff and communicate vision to key leaders (staff board, ministry leaders)
2. FORM STEERING COMMITTEE
Form a steering committee assess readiness of a church and develop a specific proposal including
 - a. Infrastructure
 - b. Number of residents
 - c. Budget
 - d. Approval process etc.
3. INTRODUCE THE CALL
Build the challenge of God’s possible call to vocational ministry and pursuit of call; introduce the resident to the ministry, life and DNA of the church widely.
4. APPROVE PROPOSAL
Staff and board affirm a completed proposal after dialogue with steering committee to reach approved one
5. VISION CAST
Vision cast and present proposal to congregation
6. IDENTIFY DIRECTOR
Identify the person who will manage and oversee the residency
7. MARKET
Begin to widely market the residency in the life of the church with some sort of deadline and application process (and shoulder tap the person they would like to run the residency program)
8. LAUNCH
Official Launch - Celebrate it publicly with whole community

Group Two: “Steps to start a REAP Residency:”

1. Develop the residency Plan
2. Determine the financial need
3. Get buy in from church leadership
4. Get buy in from church at large
5. Develop a recruitment plan
6. Begin interview and applications

7. Approval process
8. Finalize the job description
9. Go through orientation and expectation setting
10. Formal Installation

Group Three: “Steps to start a REAP Residency:”

1. PRAY
Spend time in prayer
2. CONVERSE
Conversation with leadership exploring idea of a residency program
3. DEVELOP JOB DESCRIPTION
Formulate a job description with clear definition for church and resident
4. DEVELOP VISION
Develop a clear vision and goal to see what a win looks like
5. DEVELOP TEAM
Formulate a team to own the program
6. DEVELOP GOALS
Develop a clear goal/vision - define the win
7. START RECRUITMENT
Plant seeds with perspective individuals
8. BUDGET
Develop a financial plan with various options
9. IDENTIFY MINISTRY AREA
Assess ministry in the church to align residency with strengths and/or needs of the church
10. DEVELOP SUPERVISION
Develop coaches in a chain of command defining who is going to coach, who will assign task, various roles
11. DEVELOP LOGISTICS
Develop a plan to deal with house, logistics, supplies, etc. and everything else that needs to be addressed
12. PLAN FOR EXTERNAL INCOME
Assist in employment for residencies if outside income is needed (someone in the church who might have a business, connections, etc.).
13. DEVELOP COMMUNICATION
Develop a communication plan with the congregation
14. DEVELOP EVALUATION
Create Evaluation protocols
15. DEVELOP TIMELINE
Develop a timeline with agreeable allowable exits
16. PROMOTE
Promotional Packet- Marketing of program

Group Four: “Steps to start a REAP Residency:”

1. IDENTIFY DIRECTOR
Establish REAP Resident Director
2. DEVELOP RESOURCE PLAN
Develop a resource plan for staff, finances, facilities
3. DEVELOP COACH TRAINING
Develop a resident coach training program
4. DESIGN PROGRAM
Design a REAP residency program
5. DEVELOP JOB DESCRIPTIONS
Develop job descriptions for the resident and the coach
6. DEVELOP BUY-IN
Establish congregational buy-ins beginning with the LBA and staff
7. DEVELOP COMPENSATION
Determine a compensation package
8. MARKETING
Develop a marketing plan
9. RECRUITMENT
Develop a recruitment and selection plan and determine if there are any housing needs
10. HOUSING
Determine there are any housing needs

13. Orientation

Going from a layperson in the local church to a resident pastor will be a transition. Instituting an orientation experience might help a new resident to make this leap. We thought some churches might want to have an “Orientation session” at the very beginning (maybe even before) the layperson jumps into a new role as a REAP Resident Pastor in your church. Here are a few items we thought might be included in that orientation:

1. ADVISING: Academic advising on your journey
2. BUSINESS: Introduce the resident to a basic understanding of business
3. COACHING: The role of the “Resident Coach”
4. CULTURE: Cultural awareness within church
5. DENOMINATION: Relations with the district & denomination
6. EXPECTATION-STAFF: Expectations that differ for church staff vs. laity
7. HISTORY-CHURCH: Particular and more detailed history of your local church
8. HISTORY-DENOMINATION: Thumbnail history of The Wesleyan Church
9. ORDINATION: What the ordination service will be like
10. ORGANIZATION: Structural organizational chart
11. PASSION: Introduce the passion of the church
12. PASTORAL CARE: Introduce to levels of pastoral care
13. SUPPORT: Demonstrate support from the church
14. VISION: Mission, vision, values, how we live out our ethics

14. Legal matters

Part of doing ministry within a local church context is operating within those laws that are not in contradiction with Christian faith. This may include a number of things from sound financial practices to above-board communication. Though the law differs from state to state and province to province we thought we should include a few matters worth at least some initial thinking about as you launch in adding to your staff REAP Resident Pastors from your own church:

1. BACKGROUND CHECKS: Ensure all necessary background checks are performed and addressed
2. COMPENSATION: Determine how you will compensate residents taking into consideration their status (hourly, salary, volunteer, contract?) Are residents “on contract” elsewhere? Does residency interfere w/ this?
3. COMPLIANCE: Address disability and SSN compliance
4. IMMIGRATION: Address any immigration guidelines and requirements and determine how you will respond to these (will you do a residency with an undocumented immigrant? If so, what considerations should you take into account?) Special consideration that is given to where legal processes are in conflict with Christian ethics
5. POLICIES-LEGAL: Address and church policy related particularly to legal issues.
6. POLICIES-MORAL: Address any church policy regarding basic morality.
7. SAFETY: Congregational safety laws related to children and minors
 - a. Spouse or other family doesn't count for accountability purposes
8. TAXES: How will you handle taxes and other benefits?
 - a. Third party present
9. TRAINING-MONEY: Accountability with money (counting or monitoring)

15 Firing a Resident

A good residency program provides room for a resident to fail. Most will learn from this and become better pastors. However, some residents may be a failure—like the seed that sprouts fast but dies out when the sun gets hot. Some simply wanted the positive joy of ministry without the pain. Some were simply wonderful laity but were awful ministers. How do you fire a resident? We put together this list to help set you if you fire a resident—yet you want to do it in a healthy way.

1. **BOUNDARIES:** How are you setting up clear boundaries, building good fences around them so that they have a clear understanding of the end in mind and what divergence looks like?
2. **CAP:** Use CAP in upgrading staff: Corrective, Action, Plan
3. **CHECK POINTS:** Build in check points of departure – places where clarity can be defined and healthy exit from the residency can occur or forward progress can be adopted.
4. **CLARITY FROM THE BEGINNING:** Have clear expectations at the beginning with a Job description and a contract—making it easier to end the assignment.
5. **CONSIDER PERMANANCE:** Remember this is different than firing an itinerant minister—who goes elsewhere—these folk will be in your church (as will their friends and relatives.)
6. **CULTURE:** Understand how cultural contexts may dictate for dismissal and a differing process leading up to it (know your own culture and the culture of your resident).
7. **DOCUMENT:** Document areas of concern and problem areas. Make clear contracts of expectation for the resident so that in writing, the resident knows what is expected.
8. **FIRE SLOW:** Have ongoing conversations about weaknesses—don't fire too fast
9. **MUTUAL AGREEMENT:** Try to “come to agreement” about ending their position—an outright “firing” is often a failure to all concerned.
10. **OPPORTUNITY:** Give the resident a chance to exit if they wish (don't just make the exit opportunities ones that the church initiates).
11. **PROBATIONARY PERIOD:** Do you have an agreed probationary period with the resident and supervisor? How will this work? When does a resident get placed on probation? How do they move out of probation? When does probation lead to dismissal?
12. **REGULAR EVALUTIONS:** Have regular evaluations and assessments with specific timelines

16. Gender

The Wesleyan Church has held strong convictions regarding women in ministry for more than 150 years. Special consideration should be given to encouraging women into ministerial leadership roles while never neglecting those men who are called to ministry. It may take extra teaching and preaching within your church to raise sound Biblical education regarding full inclusion of women at all levels of leadership in ministry. While our working/writing group was not a gathering of experts on gender matters, we thought we should at least mention a few things on gender (and even all of us do not even agree on these things.)

Women

1. **AFFIRM:** Strongly give affirmation of leadership gifts so they do not “hide” from first-chair leadership.
2. **INCLUSIVE LANGUAGE:** Use gender inclusive language
3. **LEADERSHIP:** Create the atmosphere and attitude conducive to women leading
4. **PROCESS:** Give opportunities to process gender difficulties
5. **PULPIT:** Keep women in the pulpit consistently to help women know that God calls women to ministry at all levels, not just to care for children or behind-the-scenes work.
6. **RECRUIT:** Specifically invite and recruit women

Men

1. **EQUIP ADVOCATES:** Call out and equip several male advocates” for women in ministry and give them a place to speak.
2. **BREAK DOWN CONSTRUCTS:** Help break down narrow constructions of masculinity to encourage men to use their gifts broader than what they perceive as “masculine” or “feminine” ministry.
3. **MODEL INCLUSION:** Model for other men including women

17. Broad Church Exposure

Your REAP Resident will be better equipped for ministry if you expose them to other churches beyond your own congregation. We think you will do them a disservice if they only experience one church. Sure, you may believe that your own church does everything better than all other churches, and you might even not want to “contaminate” them by exposure to other churches, but if you are equipping people for lifelong ministry exposure beyond a single church is helpful. Besides, if your own church is really that great, exposure to other churches might make them love your church even more! A well-trained minister had had exposure to a variety of churches, contexts, and cultures. So, here are tips and ideas we put together for a REAP residency to help expose the resident to various churches.

1. MINISTERIAL FELLOWSHIP: Attend a local ministerial fellowship
2. CCDA: Attend a CCDA conference www.cdda.org
3. GENDER OF PASTOR: Attend Church with male pastor/female pastor
4. DIFFERENT CONTEXTS: Attend Other Churches: urban, suburban, rural, traditional black, hip hop, high church
5. ETHNICITIES: Build relationships with other ethnicities
6. COMMUNITY EXPERIENCE: Community- based ministry experience
7. ECONOMIC DIVERSITY: Go to cross-economic ministry setting—the greatest divides are not always racial but sometimes economic.
8. MISSIONS TRIP: Have a resident go on a cross-cultural mission trip.
9. OTHER CHURCHES-ETHNIC: Visit a black, Hispanic, Asian, Caribbean, multi-ethnic, etc. church

18. Life Stage Dynamics

As you run your residency, we thought you would want to pay attention to the realities of life stages. If you were running a Residency program for college seniors you'd have one kind of residents (or maybe two—married and singles) but with adults the stages of life are factors. We thought these are some questions to ask:

1. What are considerations for different life stages people may be at while they engage in the residency (age, marital status, children, post-professional career, etc.).
2. What special considerations should be given for various life stages?
3. Are there particular time of life issues?
4. What dynamics should be consider regarding “supervision,” particularly when supervising someone who is older and/or more experienced than a younger pastor/supervisor?
5. How do you mentor someone who is more experienced than you?

And, here are a few other items to think about:

1. Compensation
 - a. Young-healthcare
 - b. Family- pay cut, schooling, licensing
 - c. Empty Nest-Recognition, time off
 - d. Widowed-Benevolence, Authority
2. Gender
 - a. Young-Gender specific
 - b. Family-Being nurtured
 - c. Empty-Mentoring
3. Widowed-Gender specific ministry
4. Housing
 - a. Young-with families
 - b. Family-rent
 - c. Empty nest- ownership
 - d. Widowed-shared living
5. Marriage/Relationships
 - a. Young-dating/addictions and recovery
 - b. Family-marriage counseling/violence
 - c. Empty Nest-Travel with grandkids
 - d. Widowed-Care for
6. Supervision
 - a. Young-submission, pouring in, generalized
 - b. Family-Being nurtured
 - c. Empty Nest-Peer/iron to iron/accountability
 - d. Widowed-Respect/wisdom/specific

19. Finances

Most college grads in residency programs receive some form of compensation; you might decide to do a similar thing for your homegrown resident pastors. At least you might phase in compensation since you will hardly ever be providing housing. If you do issues of salary, benefits, tuition (for education) reimbursement, etc. will come up. For many residents covering part of all of their tuition would be a grand gesture, but of course to do so you would expect them to “work it off.” You might ask yourself if the resident is already working should they be paid at all? Or can you have a varied policy form supporting some and not others? You’ll also want to think about how you prepare your resident for the financial realities of being a pastor (budgeting, housing allowance, etc.) since that will not be covered in their academic courses. We had a few ideas here to consider:

1. TUITION: Consider paying for a set percentage of tuition reimbursement (this will change based on which educational option they take. Some could cost just thousands, others will cost tens of thousands).
2. LIMITS: Will you limit the amount a resident will be paid per year?
3. CONTRACT: Consider paying a resident on contract with clear objectives (consideration must be given for what constitutes contract work legally)
4. STIPEND: Consider giving a stipend for work? Or Tuition? Is it better to give a stipend for their *work* and not courses?
5. VALUE: Consider what the compensation option you choose communicates to the resident. Some might see a small stipend as valuing. Others might see tuition support as valuing..
6. FUNDING SOURCE: How would you finance any tuition support or salary: Church budget, district matching grants for schooling, directed giving, supported giving?
7. TAXES-COMPENSATION: How will you handle taxes for the resident?
8. TAXES-TRAINING: How will you equip residents on any special tax treatment for clergy, clergy housing allowance laws, parsonage taxation etc.?

20. Multiplication

We think that multiplication-minded churches will want to develop their residency program in a way that takes on a life of its own and multiplies into other churches. There is no one-size-fits-all way to do residencies or develop your own homegrown ministers. The Wesleyan Church (and many other denominations) are hungry for residency models they can copy or adapt in their own church. To do this requires intentionality. Here are some tips for creating a multiplying movement and embedding a “Movement DNA” into your church residency program. . Some churches will not only embrace and start REAP Residencies but figure out a way to help other churches do this. They’ll tackle hard but exciting questions like, “What’s the *process* a church can go through to multiply to a *movement* of REAP Residencies?” If that’s you, here are some ideas:

1. TRANSFERABLE: Put in the “final 10%” of the work to make something others can use and can transfer to their own ministry?
2. TEACH & NETWORK: Tell others what you are doing, when they are interested get their email address and start a list of the “network of interested.”
3. PRINT: Print things: so people can copy and adapt them.
4. BE GENEROUS: Put online for free and create links to them—so other churches can take what you have developed and adapt it to their own situation.
5. SHARE: Hold a seminar—for those interested, explaining how you have raised up homegrown ministers and helped them get their educational requirements while learning the ropes of practical ministry in your own church. Don’t brag—just share.
6. EXPAND: Get involved in causes/events that are bigger than the local church Partner with other local churches; agencies - teaching, encouragement
7. CELEBRATE EXPLICITLY: Show how the residency has benefited your church
8. SHOW-OFF: Show-off your residents; take them with you so others see a real live example.

21. Networking

Most REAP residents are home-grown. They miss out on the opportunity to go off to college or a traditional residency and meet lots of fellow students studying for ministry. They do meet a wide variety of people in their academic classes—from policemen to PhDs moving toward a second career in ministry, but helping your REAP residents connect with people can be a real gift to them. How can you help your residents develop a broad and deep network with other pastors, residents, districts, headquarters, educational institutions, and other churches? Who knows, maybe you'll organize a retreat for all the non-traditional residents in your district eventually, but until then, here are our ideas for making sure your residents build strong networks.

1. **DISCERNMENT:** Help the resident learn how to be discerning of where and how to network
2. **DISTRICT:** Inform district leadership of resident readiness
3. **INTRODUCE:** Realize and take advantage of the power of a genuine introduction
4. **JOBS:** Consider ways to increase job availability following residency completion
5. **KEY PROFESSIONALS:** For benefit once placed in a position, identify local counselors and crises centers to connect the resident to for referral (6 key people you should know and utilize)
6. **LOCAL CHURCHES:** Connect the resident with local churches in the area provide exposure to area of specialized ministry
7. **MEETINGS:** Include residents in other ministry meetings
8. **MINISTRIES-OTHER:** Connect the resident with other successful ministries; Help them see the ministry success of others and connect them to those pastors
9. **MINISTRY RETREAT:** Utilize a ministry retreat of residents from different churches to enhance and encourage networking
10. **NETWORKERS:** Connect to network influencers. The right endorsement from the right person is of key at critical crossroads
11. **RESIDENTS:** Help your resident network with other resident (whether current residents or “graduates”)
12. **SOCIAL AGENCIES:** Connect the resident with social agencies & other ministries doing similar emphasis
13. **UNIVERSITIES:** Connect, and expose the resident to educational institutions for further education, resource availability, and course auditing

22. District Relationship

If a resident pastor is on his or her way toward becoming an ordained minister they can't ignore the district—after all that is where they'll be ordained! So, how do you orient residents to their relationship with the district? What district events and opportunities are there in which residents can get to know the district and district leaders well? Are there leaders in the district that might be beneficial for your resident to interact with? What resources (people and spaces) are there in your district encourage growth. We had a few ideas to start your thinking on this:

1. DBMD PROCESS: Residents should meet w/ DBMD annually, working toward required academic courses & any other requirements to complete process
2. DISTRICT CONFERENCE: Take the resident to district conference (or help get them elected as a delegate if they aren't yet credentialed)
3. DISTRICT LEADERS: Connect the resident (multiple times) to the District Superintendent and other district leaders.
4. DISTRICT MEETINGS: Take the Resident to important district meetings (and keeps secret from the resident the meetings they shouldn't attend).
5. DISTRICT RELATIONSHIP: Pastor should have a good relationship with district. How you relate to the district will influence the way the resident relates to the district for years to come.
6. DISTRICT-COMMUNICATE: District office knows the church is starting a residency program
7. NEW PASTOR ORIENTATION: Find out when the resident can attend New Pastor Orientation at the district and headquarters level. This is a great time to meet and greet; to network.
8. ORDINATION PROCESS: Pastor need info on ministerial preparation process (see HQ website)
9. REGISTER: Student registers with the district and the DBMD as they require.
10. REPORT: Student makes reports to their supervising pastor available to district office along with other ministry successes.

23. Contextualization

A key skill of pastoral ministry is contextualizing the gospel in different cultural settings. A good residency program will do more than help your REAP residents know how to relate to one context (you own local church setting). You'll want to experientially teach them to translate the gospel in real cross-cultural settings. After all, increasingly *all* ministry is cross-cultural. In our multi-cultural world, you'll want to help them grapple very practically with this. They will get an academic class on this subject—but the experiential education will need to come with you. Here are some of our tips, resources, and experiences a resident could engage in to accomplish this.

1. Attend CCDA conference www.cdda.org
2. Experience an urban, suburban, and rural ministry
3. Host a community roundtable
4. Interview a LGBT community member
5. Learn to ask more questions
6. Learn to think critically about these realities and how the Gospel translates into various settings and contexts.
7. Meet with some local Muslims to understand how they feel in your community
8. Read the book: *When Helping Hurts*
9. Study local demographics (racial, socio-economic- urban)
10. Survey the community
11. Understand or know ones own emotional quotient (EQ) and how this impacts the way you relate to other people.
12. Visit multi-ethnic churches: understanding different cultures, language, education, and immigration

24. Customization

The person(s) you choose for your REAP program are unique. You'll need to figure out how their residency experience fits who they are. Here are some tips to help ensure you customize each residency to the unique gifts, graces, and strengths (and weakness) of your resident(s).

A REAP Residency program in the church should to some degree customized the Residency experience to the Person. Customize whatever you are doing with the person you are doing it with and to their unique gifts)

1. AGE: Consider age related customization and how this affects the way you shape the residency.
2. CALLING-TYPE: Are you called to a broad area (rifle-shot calls) Or are you called to a specialization, e.g. children's ministry or youth or other where a wide equipping is not needed?
3. CORE EXPERIENCE: Identify the core experiences the resident needs (or perhaps already has), then customize
4. EDUCATION: Encouragement & reinforcement of educational process (aligning course work & ministry work at the same time
5. GOAL: Consider person's goal in obtaining ordination and how this should customize the residency
6. HOURS: Consider number of hours available to devote to residency program (retired vs. full-time job)
7. MATRIX: Make a matrix to capture residents, strengths, develop needs and ministry areas and customize according to gaps

25. Supervisor Training—the “Coach.”

If you are going to be the coach for the Resident Pastor how do you get your own training? Or, if someone else will coach these residents how will you get him or her the equipping they need? How do you identify a qualified coach and what are the best practices of a qualified supervisor? How do you develop a resident in these same practices? Who is already supervising residents in your district or circle that would be helpful connections as you grow in supervising? What conferences and books could help you grow as a leader? Here is our short list of ideas to get you started in developing as a coach, or developing other resident coaches:

1. The coaching appointment
 - a. Regularly scheduled
 - b. Usually a set agenda each time
 - c. Low-prep for coach or it won't last
 - d. Higher prep for resident to keep them committed
2. Teach basic coach skills
 - a. Asking questions
 - b. Listening
 - c. Feedback
3. Defining clear win
 - a. Goal setting (smart)
 - b. Assignment (6x6, ministry action plan)
4. Evaluation/Assessments
 - a. Regular intervals-more frequent in early days
 - b. 2-ways
5. Standard Coaching Agenda
 - a. Connecting
 - b. Spiritual Check-in
 - c. Leadership Dev. Check-In
 - d. Ministry focus
 - e. Prayer
 - f. Affirmation

26. Performance Evaluation

We think you'll want to create some mechanism for evaluating your homegrown resident ministers. In business terminology, you need a "Performance Evaluation." Having some type of performance evaluation process built in to the supervision process is key in a residency training program. Here are some tips and ideas we had for a resident performance evaluation.

1. ANNUAL EVALUATION PLAN: Develop some sort of plan for an annual cycle of evaluation (that takes into consideration the overall cycle given how long the residency is, e.g. 2 years, 5 years). For example: 1st year: 1) A 90 day review (3 Months), 2) 180 day review (6 months) 3) Ensuing reviews (Less often after this?). 2nd Year: After 1st year performance reviews either 6 months or 1 per year from then on check ups and performance evaluations are different
2. MONTHLY CHECK UP: Monthly checkups with coach in addition to staff meetings
3. PERFORMANE EVALUATION: Performance evaluation should involve others - for example, another staff member, key volunteer, or board member.
4. SELF-EVALUATION: Residents should evaluate themselves-based on job description
5. SURVEY: Use a surveying platform online (e.g. survey monkey) to gain information from others regarding the person being evaluated
6. SET GOALS: Close evaluation with goals for next session
7. REVIEW GOALS: Review those goals specifically in next session
8. SCHEDULE!: The key is to *schedule* this process and engage it consistently

27. Spiritual Formation & Self-Care

We think you'll want your resident "graduate" from the program more spiritually mature than when they entered the stream moving toward ordination. In addition to this, you'll want them to know how to grow spiritually and engage in self-care. Here are some tips to ensure you are both forming a more Christ-like resident as well as teaching the resident how to grow over a lifetime (particularly so they aren't disqualified from ministry because of moral or financial failure).

1. BALANCE: Help resident find balance—neither to become a monk nor a secular person
2. BOUNDARIES: Explain appropriate boundaries between genders related to ministries
3. DEFINE WHOLLY: Expand the definition of "spiritual formation" well beyond "having devotions" to *being* a Christ-like person.
4. Develop the habits of life that do not require accountability to maintain "a sustainable self-care."
5. DISCIPLINE: Expect spiritual discipline(s) to be practiced by the resident.
6. EVALUATION-ADDICTION: Self evaluation as it relates to any addiction or habits
7. EVALUATION-DAILY: Daily evaluation of current spiritual state
8. EVALUATION-FINANCE: Examination of financial practice and progress
9. EVALUTION-PRIVATE: Ask specific and hard questions on private life
10. GOALS: Help resident establish spiritual formation goals beyond-devotions, including the thousand other Christ-like attitudes and actions.
11. JOURNAL: Write and maintain a journal
12. ROLES: Consider having someone besides the resident supervisor mentor the resident in their spiritual formation and self-care. This helps separate professional development and personal development from each other and the possible conflicts of interest that can emerge in such a dual-role context.
13. WRITE GOALS: Write out their expectation and claim them as ministry objectives

28 Launching the Resident into Ordained Ministry

A REAP Resident is a temporary thing. It is a way of equipping adults headed for ordination with the practical experience they need to become an ordained minister (and advising them on their academic courses.) When the resident has completed all their academic requirements and have gotten their practical experience with you and your church they are ready to go (or stay.) Just like you had an orientation or start to this program they need to “graduate” from it. Here are our ideas and reminders:

Exit Strategy. How does someone graduate? Next step→ after the residency ; Economic Challenges

1. BIVOCATIONAL: How about bi-vocational ministry? Will a resident consider this as a valid pathway post-residency?
2. CELEBRATE: Make the residents ordination and/or job placement a big deal at your church—to be a model for other homegrown ministers
3. CONVERSATIONS: “Have some Hard Realities” conversations - difficulties looking for ministerial positions
4. DETERMINE EMPLOYABILITY: Are they already employed by your church? If now, will that somehow change? How will you make them happen?
5. EMPLOYMENT-SECULAR: If the resident is moving from secular employment to full-time vocational ministry, consider the transition out of the secular work environment? What conversations are needed with secular employer - proper notice, etc.
6. EXIT INTERVIEW: Arrange an exit interview from REAP- kick off an assessment of residency program based on their input (as well as their performance.)
7. FOLLOW-UP Set up a follow-up appointment a few months or year out as an opportunity to touch base and discuss concerns and struggles in the future (if they were launched to another church).
8. INTERVIEW-JOB: Teach how to prepare for an interview
9. INTERVIEW-ORDINATION: Prepare the resident for the ordination interview
10. JOB AVAILABILITY: Is there a job in the church they can fill? Or a job elsewhere?
11. NETWORK: Arrange connection with district leaders/denominational leaders, denominational jobs site
12. ORDINATION: Describe the ordination process and service, invite friends and laity, celebrate their ordination.
13. REFERENCES: If they are being “sent out” arrange recommendations/references provided for new ministries opportunities
14. RESUME: Teach how to update a ministry resume
15. TRANSITION PHASE: What will they do as a “holding pattern” if there are no jobs in ministry

We Hope this Guide Helped You!



As the writers of this guide our hope is it will get started a movement of churches who systematically and carefully raise up and equip homegrown ministers by naming lay people as “Resident pastors” in REAP program—Resident Equipping for Adult Professionals. Wesleyans will be needing a thousand new ministers in the coming decade and we hope many of those will come from adult laymen and laywomen answering the call and pursuing both academic education and practical experience without leaving their home church. Since this thing was barely happening when we got together, we hope this guide helps move it along. If you have good ideas to add to this guide we hope you’ll share them with us so future editions can be even better! The writing team.

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Appendix A: Experience Record

Name _____

EXPERIENCE RECORD of a Resident Pastor

A *Resident Minister* has completed the academic requirements for ministry and is serving 1-2 years in the local church to get practical ministry experience under an experienced mentor. This is the kind of experience gained during this time.

INSTRUCTIONS TO RESIDENT MINISTER: Check off, date, give yourself a “grade” or comment on these as you gain experience in your residency so you will have a complete record of your ministry experience during your residency. This list can serve as the core of your “curriculum of experiences” during your 1-2 year residency. Keep this, your DBMD may ask for it.

- ACCOUNTABILITY I've have established an accountability partner and we meet regularly.
- ANOINTING I have anointed a person with oil and prayed for them.
- APOLOGIZING I've learned how to apologize to someone in the church and have done so with positive effect.
- ATTITUDE CHANGE I've discovered attitudes I need to change and have successfully changed one or more with God's help.
- AUTHENTICITY I am known around this church for being exactly who I seem to be—with no guile or pretending.
- BABY DEDICATION I've planned and led a baby dedication in a public service.
- BALANCE I've developed the basic habits that provide boundaries & balance between work, home and play.
- BAPTISM I've planned and officiated at the baptism of a new Christian in a public service.
- BIBLE STUDY I've prepared, led, and have had evaluated a Bible study in a cell group or class.
- BIRTH OF A CHILD I've provided pastoral care to a family who just experienced the birth of a new child.
- BUSINESS MEETING I've planned and led a business meeting using proper procedure and been evaluated by others.
- CALLING My calling to the ministry is strong and secure—I am sure of it.
- CALLING-D2D I've gone at least once “cold turkey” calling on homes in this area and pondered its effectiveness.
- CAMPAIGN I've been through the process of a local church stewardship campaign.
- COMMUNICATION I've developed *written* items (Flyer, brochure) which were deemed “good communication” by others.
- COMMUNICATION I've prepared and *spoke* (excluding preaching) to a group and been evaluated as competent.
- COMMUNITY My visibility in the community has produced 10+ people having a positive view of this church.

COMMUNITY EVENT __I've represented my church or denomination at a secular event and done a post-event reflection.

CONFESSION __I've learned to admit my faults to those I work with and am becoming a "transparent person,"

CONFLICT __I've experienced conflict with a lay person in the church and resolved it successfully.

CONFLICT __I've brought positive resolution to conflict between third parties in this church.

CONFLICT __I've experienced conflict with a supervising minister and resolved it successfully.

CONFLICT __I've experienced conflict with another staff person in the church and resolved it successfully.

CONVERSATION __I have turned ordinary conversations to spiritual things and people have grown spiritually as a result.

COUNSELING __I've led a series of pre-marital counseling sessions with a couple planning to get married.

COUNSELING __I've led numerous spiritual counseling sessions with positive results of spiritual wholeness.

COUNSELING __I've learned when, how and to whom to properly refer counselees beyond my scope.

CULTURE __I understand both the regional and local church culture here that "makes people act the way they do."

CULTURE __I've learned to appreciate the culture of church people that is different from my own preferences.

CULTURE-BUILDING __I've seen a cultural lack and rallied people to effectively change a negative cultural habit or attitude.

DEATH OF SPOUSE __I've acted in a pastoral care role with a person who has just lost their spouse.

DELEGATE __I've practiced delegation without interfering too much or without capitulating with no follow up.

DENOMINATIONS __I understand the perspectives of people here from other Catholic or Protestant denominations.

DEVOTIONS __I've developed the personal practices of drawing near to God and expressing my devotion to Him.

DISCIPLESHIP __I've led/taught a series of lessons in a larger discipleship group where people showed life change.

DISCIPLESHIP __I've spent one to one time over at least several months "discipling" a person with positive results.

DISCIPLINE __I've exercised discipline or correction of volunteers and they responded well to it.

EQUIPPING OTHERS __I've taken a group of people unequipped for a task and equipped them so they achieved excellence.

ETHICS __I've examined the ethical challenges of the ministry and written out my own principles and practices.

EVALUATION __I've had a 360 degree evaluation and developed/implemented a personal improvement plan as a result.

EVANGELISM __I've equipped another person to lead someone to Christ and they have done so.

EVANGELISM __I've guided several individuals into a personal relationship with Christ one to one.

FAILURE __I've failed at something significant in ministry and recovered and learned from that failure.

FAMILY-CHILDREN __I've examined how ministry can pressure family life and have written a strategy addressing these.

FAMILY-MARRIAGE __I've examined how ministry can pressure marriage and have written a strategy addressing these.

FINANCES __I've participated in the process of local church budget development and could now lead the process.

FINANCES-PERSONAL __I've gotten financial advice, made a personal budget, and have lived within that budget for six months.

FIRING EMPLOYEES __I'm aware of the specific legal ramifications of firing employees and have written notes on these.

FIRING VOLUNTEERS __I've properly "fired" a volunteer in my church with satisfactory results.

FRIENDSHIPS __I've developed several personal friends in this community who do not attend this church.

FUNERAL __I've officiated at a funeral of a person who did not claim to be a Christian.

FUNERAL __I've planned with the family and officiated at a funeral and graveside service of a Christian.

GIFTING __I understand my gifts and abilities and how I might best leverage them for kingdom use in the future.

GOAL SETTING __I've learned how to set personal goals for the future and have developed some for myself.

GOAL-SETTING __I've learned how local churches or programs set goals and participated in that process at this church.

HEALING __I've prayed for healing with a person in need.

HEALING __I've identified my own emotional wounds and they no longer pose a liability to my ministry.

HEALTH __I've established some goals and commitments for personal health and am on track with them.

HIRING __I've learned the denominational and legal process of hiring employees and could do it properly.

HOSPITAL VISIT __I've done numerous hospitable visits which have resulted in encouragement and spiritual strength.

IDENTITY __My identity is in Christ far more than any other identification, relationship, association or position.

INSPIRING PEOPLE __I have a definite story of how I inspired a group of people to rally to a change, cause or event.

LAY MENTOR	__I have a regular relationship with a lay person where I receive mentoring and guidance.
LEADERSHIP MENTOR	__I've met for more than 6 months with a leadership mentor who guides my development.
LEADING CHANGE	__I've seen a needed change, rallied people, and effected change that was received well and worked.
LEARNER	__I've initiated a long range plan for being a life-long learner as continuing education.
LOSS OF CHILD	__I've been the lead pastor in ministering to a family when they lost a child.
LOVE	__I have developed a real love for church people, even those who irritate or criticize me.
MENTORING	__I have studied the mentoring process and met for at least six months with someone I am mentoring.
MISSION	__I have studied a church's mission statement and can explain it to various age people.
MISSIONS	__I have participated in planning and leading a missions/outreach emphasis and been evaluated.
MISTAKES	__I've kept a journal of my "ministry mistakes" (and what I learned) for at least 6 months.
MORAL HAZARDS	__I've studied moral temptations of ministry and written out my preventive habits, practices and principles.
MOTIVATING	__I have experience in moving unmotivated workers to become highly motivated volunteers.
NEEDY	__I've gained experience in reaching out to the poor and needy in my community.
NEGOTIATION	__I have experience in resolving a difference with someone through negotiation.
OFFENCE-RESISTANT	__I am not easily offended and don't get my feelings hurt, having learned to easily dismiss such things.
OFFICE	__I have organized my office time so that it is efficient and effective free of wasteful habits.
OTHER MINISTERS	__I have an ongoing relationship with one or more ministers outside my denomination.
PEOPLE SKILLS	__I've examined my own "EQ" plusses and minuses and have a plan for developing better people skills.
PERSEVERANCE	__I have wanted to quit some ministry task but persevered and kept at it anyway.
PERSONALITY	__I know my own personality type and can articulate my related strengths and besetting weaknesses.
PERSONALITY	__I've learned about emotional intelligence and someone has helped me reflect on my own EQ.
PLANNING	__I have thoroughly planned, executed and evaluated an event/program illustrating my planning ability.
PRAYER	__I have led a group that was exclusively given over to praying.

PRAYER __I have developed a regular habit of prayer both as an individual Christian and as a minister.

PREACHING __I am considered a passionate preacher by those who listen to my sermons.

PREACHING __I have developed a system of sermon preparation and bounced it off of several veteran ministers.

PREACHING __I have had at least six sermons evaluated by others and developed an ongoing plan for evaluation.

PREACHING __I've ended several sermons with a "call to respond" type closing and people have responded.

PRIORITIZE __With endless demands of ministry I've developed written priorities for my own life.

PROGRAMMING __I've conceived, developed, managed, and evaluated a complete local church program as its leader.

READING __I've read at least twelve books related to my ministry and personal growth in the last year.

RECORDS __I have experience in designing record-keeping systems and maintaining records longer than a year.

RECRUITING PEOPLE __I have experience in recruiting 25+ people to do something they were not already doing.

RESTORING PEOPLE __I have been involved in the process of restoring a Christian after they have fallen.

RESTORING MINISTER __I have some experience in understanding how a minister is restored after falling.

SABBATH __I have a habit of setting aside a personal Sabbath every week that is sacred in my schedule.

SELF-MOTIVATED __I can honestly say that those around me and above me say I am highly self-motivated.

SOCIAL MEDIA __I have a well thought though approach to social media as a means of ministry.

SPIRIT-FILLED __I believe that I have been "filled with the Spirit."

STAFF RELATIONS __I have experienced successful relationships with ministers over me and my ministerial peers.

STRENGTHS __I know my strengths, abilities and snares and have compiled a "portfolio" of these to use in the future.

SUBMISSION __I have experience submitting to church authority when I did not want to, or the authority seemed wrong.

SUICIDE __I've offered pastoral care to a person contemplating suicide.

SYSTEMS __I have a basic grip on the systems of this particular local church and my denominations.

TEACHING __I've taught children, youth and adults in a non-preaching "class setting" and was evaluated.

TECHNOLOGY __I have a basic grasp and introductory experience in all the technology used in worship, visual and audio.

Appendix B: Academic Pathways



Wesleyan.org
Education & Clergy
Development

For more info visit:
wesleyan.org/bcpreparation

Ministerial Education & Training

General prerequisite:
HS diploma or equivalent

Pathways to Ministry



STANDARD DEGREE PROGRAMS (PREFERRED)



ALTERNATIVE EDUCATION & TRAINING



APPROVED SEMINARIES

APPROVED SEMINARIES

Our denomination's seminary, Wesley Seminary and Seminario Wesley at Indiana Wesleyan University, along with other approved seminaries, provide opportunities for a student to fulfill many of the educational requirements for ministerial credentials in The Wesleyan Church.

Click on seminaries

- [Wesley Seminary @ Indiana Wesleyan Univ.](#)
- [Seminario Wesley @ Indiana Wesleyan Univ.](#)
- [Asbury Theological Seminary](#)
- [Nazarene Theological Seminary](#)
- [Haggard School of Theology @ Azusa Pacific Univ.](#)
- [Tyndale Theological Seminary](#)
- [Wesley Biblical Seminary](#)
- [George Fox Evangelical Seminary](#)
- [Evangelical Seminary](#)

COLLEGES & UNIVERSITIES

Our colleges and universities provide the preferred track of ministerial training in The Wesleyan Church. We have 5 excellent schools, which offer all of the courses required for ministerial credentials in The Wesleyan Church.

Click on universities

- [Houghton College](#)
- [Indiana Wesleyan Univ.](#)
- [Kingswood Univ.](#)
- [Oklahoma Wesleyan Univ.](#)
- [Southern Wesleyan Univ.](#)

TRAINING PROGRAMS

These are programs designed for individuals 28 years or older whose circumstances prohibit ministerial education in a preferred degree program.

Click on programs

- [ELAME](#)
- [ELAMA](#)
- [Correspondence](#)
- [Cross Training](#)
- [Equipping for Ministry](#)
- [District Extension](#)

Programas de español disponibles

*Online and distance options available through Correspondence, Cross Training, and most seminaries and universities.



COMPETENCY PORTFOLIO

The Competency Portfolio option allows an individual to demonstrate mastery of a particular area of academic training standards by documenting extensive experience or a combination of related courses, seminars, research and reading.



ALTERNATIVE COURSEWORK

Other coursework will be assessed by the Education and Clergy Development office. Please send official transcripts and syllabi, along with a letter outlining the courses for which you receive credit, to the following address:



The Wesleyan Church
Education and Clergy Development
P.O. Box 50434
Indianapolis, IN 46250

Appendix C: Ordination Pathway



1

- Become a covenant member in a local Wesleyan Church.
- Respond to a Call to Ministry.
- Seek recommendation by local church and pastor to be a ministerial student. This recommendation is made to the District Board of Ministerial Development (DBMD). One year must be completed in the category of Ministerial Student before the district will consider licensing you as a minister.

2

- Submit DBMD form #1 and #2 to DBMD.
- Complete initial interview with the DBMD.

and

Enroll online and submit transcripts of all previous college studies to the Education and Clergy Development Division at the World Headquarters of the Wesleyan Church. (www.wesleyan.org/ecd)

3

Ordination coursework may be completed through the following programs:

Bachelor of Arts programs:
(Campus or online)

- Houghton College
- Indiana Wesleyan Univ.
- Kingswood Univ.
- Oklahoma Wesleyan Univ.
- Southern Wesleyan Univ.

and/or

Masters Degree program:

- Wesley Seminary (IWU)
- Asbury Seminary (campus or online)
- 6 other approved seminaries

and/or

Adult Education (age 28+)

- FLAME
- Correspondence courses
- Cross Training (OKWU)
- District extension classes

4

- Complete 6 licensing courses and be appointed to local church ministry by district. Be issued a district license.
- Complete yearly interviews with the DBMD. Submit DBMD form #3 each year.
- Complete 2 years of service as an appointed minister in a Wesleyan Church.

5

- Be certified by the Education and Clergy Development Division for ordination after completion of academic requirements.
- Submit DBMD form #5 and successfully complete ordination interview with DBMD.
- Be ordained in a service of ordination by the district.

*Your DBMD may have additional requirements for this process.

Appendix D: Academic Training Requirements

Category/Class	Class	Ordained	Commissioned	Lay Special Worker	Lay Minister
General Ed					
Sociology or Cultural Anthropology	C21	Required			
Psychology	C22	Required			
Philosophy/Ethics	C31	Required			
Bible					
<i>*Old Testament Intro</i>	C03	Required	Required	Required	*Choose one from C03, C04 or C14
<i>*New Testament Intro</i>	C04	Required	Required	Required	
Methods of Bible Study	C14	Required	Required	Required	
Old Testament Elective	OT1	Required			
New Testament Elective	NT1	Required			
History					
General Church History	C25	Required	Required		
<i>*Wesleyan History/Discipline</i>	C35	Required	Required	Required	Required
Theology					
<i>*Intro to Theology</i>	C05	Required	Required	Required	Required
Advanced Theology	C32	Required			
Doctrine of Holiness	C42	Required	Required	Required	
Practical Ministries					
Christian Education	C23	Required	Required	Required	*Choose two from among C23, C28, C29, C33, C34, C36, C38, and C44
Spiritual Formation	C26	Required	Required		
Evangelism/Church Health	C28	Required	Required	Required	
Global and Intercultural Ministries	C29	Required			
<i>*Intro to Homiletics</i>	C33	Required	Required		
Pastoral Ministries	C34	Required	Required		
Worship	C36	Required			
<i>*Church Leadership/Management</i>	C38	Required	Required		
Expository Preaching	C43	Required			
Pastoral Counseling	C44	Required	Required		
Elective in Specialty				Required	
Elective in Specialty				Required	
Supervised Ministry					
Supervised Ministry	C55	Required	Required		

** These are the six courses required to become a licensed minister, which is the first step toward ordination or commissioning.*

